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ABSTRACT

This publication, aimed at persons in pastoral work in religious settings, reviews a large number of works on the topics of vocation, the meaning of work, unemployment, and underemployment. It provides suggestions for pastors and others to use in working with the unemployed and with persons at transitional periods. It is also suitable for persons in such situations to use to help themselves. The book consists of nine chapters that focus on the following topics: introduction to resources and some insight into job trends; youth; young adult; parenting; dual-career households; midcareer transitions; unemployment and underemployment; preretirement and retirement; and clergy and vocation. Numerous resources are cited throughout, mostly worked into the narrative. Information is provided on sources and prices. (KC)

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ED 371 187

Resource Index

VOCATION

for Personal Study/Reflection and for Congregational Study/Resourcing

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for Vocation as a Lifelong Issue for Education
a resource of the
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LIFELONG ISSUES IN EDUCATION:
Vocation

For I want you to know, brothers and sisters, that the gospel that was proclaimed by me is not of human origin; for I did not receive it from a human source, nor was I taught it, but I received it through a revelation of Jesus Christ.

—Galatians 1:11-12

"God called Israel and the church to be God's witnesses in the world. Throughout history, persons have also recognized God's claim upon their lives. This vocation or calling is both corporate and individual.

"The purpose of the educational ministry of the United Church of Christ with regard to vocation is to empower persons to claim and live out their calling by God to be disciples of Christ, and to enable them to understand their work in light of their discipleship.

"The church has interpreted vocation too often as strictly religious, and society has equated vocation with work. Both perceptions diminish the full meaning of vocation and, therefore, the meaning of life itself. Reformation theology affirmed the calling of Christians to mediate Christ to their neighbors in the priesthood of all believers.

"Since 1970, the United Church Board for Homeland Ministries has had a Life/work Planning program. In 1987 and 1988, UCBHM conceived Life/work Planning as inclusive of persons throughout life as they deal with the question "What am I to do with my life?" This program has been tested in local churches in their ministry to members and in their mission to the larger community. United Church Press, in 1985, published *Vocation and Calling* (Faith Community Resources) with materials for children, youth, and adults, as well as intergenerational material.

"Today, so much emphasis is placed on work for pay that there is little sense of calling and purpose. The need is to reclaim the biblical and theological meaning of vocation and to assist persons in answering the questions "What is the purpose of life?" and "What am I to do with it?" Once these questions are answered, persons can be helped to understand themselves as people of faith and to claim their God-given gifts in the world of learning, work, and leisure, and in all human relationships.

Plan of Work

"• Develop new literature about the biblical and theological meanings of vocation to enable persons to understand their lives and work in the context of their vocation as Christians.

"• Design programs, resources, and leadership training on Christian vocation and Life/work Planning for parents, youth, and young adults; for mid-career assessment and change; for dual-career households; and for the unemployed, the underemployed, the pre-retired, and the retired.

"• Identify persons in the United Church of Christ with experience and competence to develop national programs and leadership about vocational issues.

"• Collaborate with agencies (such as the American Council on Aging, the American Association of Retired Persons, Career Assessment and Counseling Centers for Clergy) to assist in development the above programs for vocational education in the churches.

Toward Reform

"Imperative in this issue is the commitment to restore the sense of Christian vocation and purpose in all work, learning, and leisure and to renew individual and corporate responsibility for the common life.

(From "Plan of Work for the Educational Mission of the United Church of Christ")

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ORDERING INFORMATION

1. Vocation Working Group
   Division of Education and Publication
   United Church Board for Homeland Ministries
   700 Prospect Avenue
   Cleveland, OH 44115-1100
   (216) 736-3796

2. Ten Speed Press
   P.O. Box 7123
   Berkeley, CA 94707
   (1-800) 841-2665

3. PBS Video
   Public Broadcasting Service
   3120 Braddock Place
   Alexandria, VA 22314-1698
   Ordering: (1-800) 344-3337
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4. American Association of Retired Persons(AARP)
   Whenever possible, address correspondence to the appropriate department, If the department is unknown, address to:
   AARP Membership Communications
   601 E St NW
   Washington, DC 20049

   and for publications in general if the department is not known:
   Publication requests
   [title and stock number]
   AARP Fulfillment
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   Washington, DC 20049

5. National Center for Research in Vocational Education
   Graduate School of Education
   University of California at Berkeley
   2150 Shattuck Avenue, Suite 1250
   Berkeley, CA 94704
   (1-800) 762-4093/(510) 642-4004
   Fax: (510) 642-2124
   e-mail: ccollins@uclink.berkeley.edu

6. United Church Resources
   800 N. Third St., Suite 202
   St. Louis, MO 63102
   (1-800) 325-7061

Handling and shipping charges: 10% of value of order plus $1 on all prepaid or billed orders.

Numbers, used throughout these pages, refer readers back to this list for ordering addresses and telephone numbers.

Introduction

WHAT do you want to be when you grow up?
What do YOU want to be when you grow up?
What do you want TO BE when you grow up?
What do you want to be when you GROW UP?

No, this is not a simple study in the art of speech inflection! It's a partial guide through the maze in life called "vocation," the who-what-when-why-where of making LIFE/work planning decisions. No one escapes. Even slipping into roles and jobs is, in effect: a DECISION.

Who one is, circumstances around one—economic, social, cultural, political, familial—in one's world-context, where one is in life's maturing process—ALL affect a person's decisions. Sometimes they force one into roles, even careers. Often they rule out paths one dreams about and plans for. Choices, even non-choices, are a part of every woman's and every man's life.

None of us is Luke Skywalker in "Star Wars." We are not Jedi knights propelling ourselves through the universe, symbols of the good and pure, aimed toward fighting the evil personified in fallen and black Darth Vader. Our lives are not sagas of rebellion...and romance...caught up in an epic of alien worlds. (On the other hand, we hope none of us can be accused of "leading lives of quiet desperation"!) We might dream about the glitz and glamour of being the hero of the galaxy, saving the princess or prince, joining the rebels, and being cheered and applauded for blowing up the Death Star, but, alas, such is the stuff of fantasy (for both men and women), not reality.

Well, take another look at "Star Wars," before all the special effects come into play, long before the climactic clash between good and evil, before the first major victory against the evil Galactic Empire, and you'll quickly see how a lot of things came into play before Luke Skywalker (and Han Solo) became the honored heroes with "Olympic" medals around their necks!

Luke dreamed, and perhaps fantasized, about running away to become a Jedi knight like his father. But the reality of the world in which this high-schooler lived, at movie's outset, was that he was: a FARMER, tied to the agrarian world of his Aunt Beru and Uncle Owen, his Jedi father having been killed by Vader "before the dark times, before the Empire." All that was on his uncle's mind was getting the droids ready to help with the fall harvest, and intent upon delaying Luke leaving the farm to go to the academy as long as possible.

Sets of two worlds are clashing here: the old agrarian world rooted literally in nature and the world beyond the industrial revolution into high technology and galactic space travel; a world limited by humble origins and being orphaned to a world beyond delimitations; a world rooted in the State to a world where individualism seems to have no limits; a world where technique and rationality play roles less powerful than faith and feeling. Luke Skywalker, and all that surround him in "Star Wars," has clear roots in a sort of nostalgic populism, but the whole "Star Wars" series espouses values of individualism, elite leadership, and freedom from state control (all congruent with the principles of the conservativism of the eighties).

Luke may have dreamed of escaping the farm and his humble roots to become a Jedi knight, and of overcoming all that the world's evils around him represent, but it was a dream focused on "being like my father," not a fantasy of being a/the hero of the galaxy. His dreaming wasn't a "calling"; it was a simple dream of emulating his father, like many youth (usually in less romantic contexts!) dream of emulating their parents.

But Luke wasn't free to move beyond dreaming when the film begins. Only when his external circumstances catastrophically changed, by having the Empire's stormtroopers trace the chance purchase of R2D2 and C3PO to his home and killing his aunt and uncle in their zeal to find Princess Leia's hidden message containing the plans of the monstrous Death Star space station, was Luke freed to leave. Even with that freedom, Jedi knighthood was far from his mind. A "career" was put on hold while he, allied with Ben Obi-Wan Kenobi, and aided by Indiana Jones (oops, we mean Han Solo), rushed forth to rescue the Princess from her evil captors.

If Luke has, from a religious viewpoint, any sense of calling, it is in this film only partial, when he follows the advice and encouragement given to him from Obi-Wan Kenobi. "Learn about the Force, Luke." "Don't underestimate the Force." "A Jedi can feel the Force flowing through him." "Luke, the Force will be with you." Make what you will of that, the ties of the Force to "that old religion," as Darth Vader called it, puts a Luke Skywalker in touch with a cosmic spiritual power that gives him and his life, somewhat now and much more later, a transcendence. The movie industry created the western movie hero myth early on and continuing to this day, but Luke Skywalker's life and strength are drawn out to fuller potential by something more powerful than that myth usually portrays.

Work and careers usually aren't so glamorous. Hollywood often has a way of making them such, but "let's pretend" has a way of doing that. While Hollywood creates its glamorous epics and bold myths –starring the likes of outer-space voyagers, archaeologists, secret agents—the real-life jobs of the last couple decades (if we go by the U.S. Bureau of Labor Statistics) have been: clerical workers, salespersons, mechanics and repair persons, construction workers, managers and secretaries, people working in the service industries. Hollywood thrives on glamorizing life, making careers bigger than life, moving a mundane farmer's life (even one, granted, set in the context of galactic empires, rocket-propelled space travel, and planet-destroying death rays) into that of hero of the entire galaxy.

We, and people in our congregations, have less-glamorous decisions to face with non-glitzy questions surrounding vocation decisions as we move through LIFE/work planning. These usually are not one-time decisions: we have to face initial career decisions, then questions of how to balance careers and family life, how to be parents mentoring our children, how to deal with two-(or more)-career households, changing jobs and careers, issues of underemployment and unemployment, getting through midlife crises and how midlife affects jobs and careers, and, finally, planning (or lack thereof) for preretirment and retirement.

* * * * *

The issues presented in these pages, and the resources offered, are selective and by no means exhaustive. In the introductory sections to the "segments of life" as well as throughout the resources listed, we've tried to make suggestions of how individuals, and congregations, can get at many of these

issues. Often we've indicated "alliances" that can be made with individuals and organizations who/which are either the resources you might need, or who/which share the same needs as you or your congregation.

Credit for identification of the vocational needs, as well as possible strategies for local congregation, goes to Dr. Eugene Roche, The Maurice Horowitch Career Center, Hamilton College, Clinton, New York, and member of the national Vocation Working Group related to the Division of Education and Publication, United Church Board for Homeland Ministries. Gene greatly assisted the Working Group focus its discussion and work by creating "the infamous grid." The grid, in addition to focusing on needs and strategies, suggested avenues the division could take to help the whole church deal with issues and unmet needs centering on vocation.

Figure 1. Members of the Vocation Working Group meeting at the UCBHM offices in Cleveland. From left, seated: Edie Sanders; David Morris, who has been assisting the Group with design and consulting on the youth section of this resource; Eugene Roche; Ansley Coe Throckmorton, General Secretary of the Division of Education and Publication; Verlyn L. Barker, Minister in the division and staff to the Vocation Working Group. Standing, from left: Richard Van Voorhis, support staff to the Working Group; Lucy Werner, computer consultant to the UCBHM, working with the Group on electronic communication; Susan Morris; Robert Ullman. David Royer was not present for this session.

Additional help in identifying needs and resources was given by the hard-working group members: the Rev. Susan Morris, associate pastor of Plymouth Congregational Church in Seattle, Washington; regional director of Joint Action in Community Service (JACS), operating out of Seattle; Ms. Edie Sanders, on the staff of United Medical Center in Moline, Illinois; the Rev. Robert Ullman of Redeemer United Church of Christ in Sussex, Wisconsin; and for all too short a time, Dr. Joe Neville, Boston; with the able staff assistance, counsel and leadership of Dr. Verlyn L. Barker, of the Division's staff.

Without the contributions of all of these wonderful and highly creative individuals, this resource would never have been written.

With these words of thanks, let's move into the meat and potatoes of our focus on vocation. And to you, the readers:

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Tell us about other ideas you might have. Share with us your experiences in these areas. If you find a resource, or a special need, that others might benefit from hearing about, write a note about it. Send an article. Tell us about a video. If you come across a center or an organization with resources others would benefit by, tell us about it. Send your suggestions and comments to: Vocation Working Group, Division of Education & Publication, UCBHM, 70o Prospect Avenue, Cleveland, Oh 44115.

Meantime, see what resources here you may, hopefully, find helpful.

Richard Van Voorhis
Donald M. Pedley

Lakewood, Ohio
April 1994

Try this exercise before turning the page:

Make a list down the side of a page: 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s. Across the top, for columns, write: tv programs; most-remembered events; my vocation or job or how I spent most of my time; my hobby or recreation; what I really wanted to be doing with my life. Fill in the grid wherever you can.

	TV SHOWS	FAMOUS EVENTS	MY VOCATION OR JOB	HOBBY RECREATE	GOAL IN LIFE
1940'S	Are you kidding!☺!☺!	World War II Atomic Bomb Roosevelt Dies Kinsey Report United Nations			
1950'S	I Love Lucy Bob Hope- Ed Sullivan Gunsmoke	Transcontinen- tal TV School Integration Interstate Highway Explorer I orbit Alaska, Hawaii			
1960'S	My Three Sons Bonanza Family Affair Leave It To Beaver Father Knows Best	March on Washington Bay of Pigs Medicare Vietnam War Kennedy, King Assassinations Civil Rights Bill Man on Moon			
1970'S	All in the Family Mary Tyler Moore Laverne & Shirley Charlie's Angels Three's	Pentagon Papers Nixon to China Watergate Bicentennial Three Mile Island Iran Hostages			
1980'S	M*A*S*H Kate & Allie The Cosby Show Cheers Mork & Mindy	AT&T Divested Highest Rate Unemployment Artificial Heart Woman for VP and in Space Live Aid Rock Illegals Amnesty			
1990'S	Roseanne 90210	Dow Jones High Desert Shield Americans with Disabilities Act			

INTRODUCTION TO RESOURCES

Are "YOU" what you "DO?" For a long time we have been at the task of trying to shout out a very strong and vociferous "NO" to that question. Yet one of the most disturbing articles ("The End of Jobs: Employment is one thing the global economy is *not* creating" by Richard J. Barnet. in **Harper's Magazine,** September 1993) says, near its conclusion, "The global job crisis is the product of a value system that prizes the efficient production of goods and services more than the human spirit and of an economic strategy riddled with contradictions. **Contemporary society is built on a social system in which the individual's livelihood, place, worth, and sense of self are increasingly defined by his or her job. At the same time, jobs are disappearing.**" [Emphasis added.]

Try, if you're the pastor, preaching on what you find in this article...then contact OCLL to do your ministerial profile; chances are you'll be dismissed from your parish! The church has spent countless hours trying to tell people that vocation is more than job, occupation, profession. Even the dictionary lists, as one of the definitions of "vocation," a divine call to God's service or to the Christian life. Barnet, in effect, tells us that in today's world, it's an even more complex and treacherous uphill battle to put that point across!

Try, if you are the teacher of an adult class, giving out copies of the article a week ahead and then deal with the depression the following Sunday in class.

Put the article in your local church newsletter (after copyright permission, of course!), asking people for comments—and be sure to share the comments with the congregation. You might also ask for suggestions on how, if in any way, this crisis can be turned around.

* * * * *

Are you into the novels of George Eliot, or Muriel Sparks, or the works of John Milton? If so, you might put them to the test and try to analyze how each deals

Creation is not a hurdle on the road to God; it is the road itself. We are created along with one another and directed to a life with one another. Creatures are placed in my way so that I, their fellow creature, by means of them and with them, may find the way to God. A God reached by excluding them would not be the God of all beings in whom all being is fulfilled.

Martin Buber, **The Writings of Martin Buber.** Cleveland: World, 1969. p. 74.

Buber wrote this in disagreement with Sören Kierkegaard (quoted in Buber, p. 74), who had renounced his relationship with Regina Olsen, saying, "In order to come to love, I had to remove the object."

with the issue of vocation. Or run to the local library and take a look at these (sometimes heady) analyses:

Alan J. Mintz, **George Eliot and the Novel of Vocation**
Rodney St. Edgecombe, **Vocation and Identity in the Fiction of Muriel Sparks**
John Spencer Hill, **John Milton**

It's hard to make a case that "vocation" and "job" are not to be equated; we've just finished saying that, while admitting that these times mediate against the lesson. Uphill battle or not, it's incumbent upon all Christians to consider their vocation—their calling by God to live lives that reflect the values of God for individuals, the human community, and the whole of creation. Within that summons to be faithful and to be part of the faithful community is the consideration of the relationship between work and faithfulness.

The Office of Church Life and Leadership, in introducing Church Vocations Sunday, 1994, wrote: "If occupation is work we do to learn a living, then vocation is work we do to express our values and goals in response to a summons from God. All of us long for great compatibility between our occupation and our vocation. For many, however, there are anxiety and stress because of the conditions of our work do not lend themselves easily to the lives of integrity and goodness we want to live. The church can play an important role in the growth of its members as it displays sensitivity to this reality and offers opportunities for people to be supported as they grapple with this important issue in their lives."

"Live the questions. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer."

—Rainer Maria Rilke, poet

Having said this, we're going to turn right around and make a mad dash to talk about the job market...but if we can begin by quoting Richard Barnet on jobs, and with such a dire and gloomy picture of the job crisis, well, then, here we go! We snooped, and the most succinct synopsis of "Where the Jobs Are" can be distilled from **Business Week**, and for that distillation, we turn to Garrett Park Press' **Career Opportunities News** (September, 1992). Part of that report notes:

"**[Business Week]** feels that the forces that will produce the new jobs of the 1990s are already in place: information needs, computers, more older Americans, and the privatization of public works. As a result, **Business Week** sees there are four areas of promise.

"**Information Services** now employs 800,000 and the numbers should rise. Software, data processing, and computer service companies need programmers, marketers, and customer service personnel. As more companies spring up to provide on-line data bases and as people start trading texts and video across networks, jobs should continue to expand in the field for those with the right training and aptitude.

"**Privatization** refers to the contracting out of services formerly conducted by governmental

agencies. Many cities have found it cost-effective to contract out such areas as garbage collection, bus services, building guards, etc. Several private firms are also entering the field of prison management, and hiring security guards, managers, and vocational education teachers.

"**Leisure** activities should increase as the baby boomers and their children grow older. Amusement parks, aerobics classes, and ski resorts are but some of the areas strong in today's economy and which offer promise for future employment. A new enterprise franchises indoor playgrounds for children designed to make even the most jaded child jump for joy. The demand for preschool toys has also created a strong industry.

"**Health** jobs are on everyone's list of occupations with a strong demand. The problem, of course, is not the demand for health services but how we are to pay for them. But, for those in the field the outlook looks good as our population ages and medicines expand the range of possible diagnoses and treatments. The demand for nurses has never been met and even young people to wash test tubes are in demand."

WORKFORCE 2000

Work and workers for the 21st century:

Four key trends will shape the last years of the twentieth century:

- The American economy should grow at relatively healthy pace, boosted by a rebound in U.S. exports, renewed productivity growth, and a strong world economy.
- Despite its international comeback, U.S. manufacturing will be a much smaller share of the economy in the year 2000 than it is today. Service industries will create all of the new jobs, and most of the new wealth, over the next [7] years.
- The workforce will grow slowly, becoming older, more female, and more disadvantaged. Only 15 percent of the new entrants to the labor force over the next [7] years will be native white males, compared to 47 in that category today [1987].
- The new jobs in service industries will demand much higher skill levels than the jobs of today. Very few new jobs will be created for those who cannot read, follow directions, and use mathematics. Ironically, the demographic trends in the workforce, coupled with the higher skill requirements of the economy, will lead to both higher and lower unemployment: more joblessness among the least-skilled and less among the most educationally advantaged.

These trends raise a number of important policy issues. If the United States is to continue to prosper--if the year 2000 is to mark the end of the first American century--policymakers must find ways to:

- Stimulate Balanced World Growth: To grow rapidly, the U.S. must pay less attention to its share of world trade and more to the growth of the economies of the other nations of the world, include those nations in Europe, Latin America, and Asia with whom the U.S. competes.
- Accelerate Productivity Increases in Service Industries: Prosperity will depend much more on how fast output per worker increases in health care, education, retailing, government, and other services than on gains in manufacturing.
- Maintain the Dynamism of an Aging Workforce: As the average age of American workers climbs toward 40, the nation must insure that its workforce and its institutions do not lose their adaptability and willingness to learn.
- Reconcile the Conflicting Needs of Women, Work, and Families: Three-fifths of all women over age 16 will be at work in the year 2000. Yet most current policies and institutions covering pay, fringe benefits, time away from work, pensions, welfare, and other issues were designed for a society in which men worked and women stayed home.
- Integrate Black and Hispanic Workers Fully into the Economy: The shrinking numbers of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000. Both cultural changes and education and training investments will be needed to create real equal employment opportunity.
- Improve the Educational Preparation of All Workers: As the economy grows more complex and more dependent on human capital, the standards set by the American education system must be raised.

I. GENERAL RESOURCES

The foundation paper on vocation as a lifelong issue for education in the United Church of Christ is Malcolm Warford's **"Our Several Callings,"** published by the Division of Education and Publication(1). If you do not have a copy, order it. Single copies are available for $2.00; discount in quantity. The foundation paper is also available in Spanish at the same cost. This foundation paper is included in the Division's **Basic Resource Packet** ($5 available from (1)). The **Packet** contains, in addition to the foundation paper and this **Index**, helpful articles and other resources on the Vocation theme.

One of the most helpful pieces in the packet is a copy of Richard Bolles' **Your Career**, a kind of abbreviated synopsis and workbook of Richard Bolles' **What Color Is Your Parachute?** We want to note here that **Your Career** is also available in Spanish (1).

We're ready to suggest that no home, no school, no library, **no church** should be without a copy of the "bible" of Life/work planning, namely Richard N. Bolles' **What Color Is Your Parachute?** Berkeley: Ten Speed Press, revised annually in November. (2)

Bolles, an Episcopal priest, began much of his work in Life/work planning while a staff member of United Ministries in Higher Education back in the late '60's and early '70's. **Parachute** is, as the **San Diego Union** wrote in 1991, "a perennial favorite among job seekers...the best all-around job book you can buy. It is vital for job hunting guides to be updated frequently because of the changing job market" and Bolles and his publisher have been extremely faithful to do that task.

"Work is the only practical consolation for having been born."

—Miguel de Unamuno

Pastors and church educators will probably still have in their files the summer-fall 1991 issue of **The United Church of Christ Educator** published by the Division of Education & Publication. In that issue Life/work Planning creator Richard Nelson Bolles and Vocation staff person Verlyn L. Barker discuss Vocation as one of the lifelong issues for education.

Your Career: Life/work Planning Guide by Richard Nelson Bolles, reprinted by the Division of Education & Publication, UCBHM (1). This publication is also available in Spanish. In **Your Career**, Bolles presents the basic principles of Life/work Planning as they apply particularly to the world of work, job hunting, and career change. If you want to whet appetites for Bolles' Parachute, here's a good place to start.

Bolles has other resources "for the job-hunter or career-changer," They all belong in church libraries or career centers aiming to be helpful:

How to Create a Picture of Your Ideal Job or Next Career, Advanced Version (revised)

of the Quick Job-Hunting (and Career-Changing) Map. (2) A workbook which expands on chapters 9, 10 and 11 in **Parachute**.

The Quick Job-Hunting Map for Beginners. (2) A workbook version of the Map for high school students just entering the labor force, as well as other job-seekers who may prefer a simpler alternative to the Map above.

"The Anatomy of a Job." (2) A 24 x 36 inch poster, designed as a worksheet to be used with **How to Create a Picture** (above). It lists families of skills on one side, and has a flower diagram on the other, which can be filled in.

How to Find Your Mission in Life. (2) A gift-book edition of the Epilogue to **Parachute**.

Job-Hunting Tips for the So-Called Handicapped or People Who Have Disabilities. A Supplement to What Color Is Your Parachute. (2)

The Three Boxes of Life, and How to Get Out of Them. (2)

and, with a co-author:

Where Do I Go From Here With My Life? Bolles with John C. Crystal. (2)

Listening Hearts: Discerning Call in Community, Revised Edition, by Suzanne G. Farnham, Joseph P. Gill, R. Taylor McLean, Susan M. Ward. Harrisburg, PA: Morehouse Publishing, 1991. $8.95. The four writers, part of the Christian Vocation Project, worked together in Christian community to write this book, which project emanated from Memorial Episcopal Church in Baltimore, received by wider support of the Diocese of Maryland, with the project becoming part of the CROSS + ROADS Program. There is available, too, a "**Manual for Discussion Leaders**," developed by members of the Project, and also available from Morehouse for $5.95.

The book explores the themes of call, discernment, and community as they relate to each other. In the words of the writers, it "invites us to be aware of, and responsive to, our listening hearts ["Find a place in your heart," implores Theophan the Recluse, "and speak there with the Lord. It is the Lord's reception room"] It is intended to help us recognize the risen Lord who abides with us. It encourages us to believe that as we hear God's call, we learn, step by step, to walk with the Lord. It reminds us that, in responding to God's call, we discover ourselves."
If we could read a volume for the quotes alone, this volume would be worth it. If we could read a book

VOCATION AS LIFELONG ISSUE BASIC RESOURCE PACKET

The Division of Education and Publication (1) has available a packet of materials for use in local UCC congregations focusing on Vocation as a lifelong issue. Cost of the packet is $5.00 to UCC churches.

for helping one through the rich devotional literature and how it talks of vocation and calling, this volume would be worth it. If we could read a volume which helps one pray and meditate about vocation and calling, this volume would be worth it.

The Right Place at the Right Time: Finding a Job in the 1990s by Robert Wegmann and Robert Chapman. Berkeley, CA: Ten Speed Press. First issued in 1987, and revised and updated in 1990. Wegmann, who died early in 1991, has written a **very** highly recommended book. Richard Bolles wrote of Wegmann that he "knew more about what was going on in the world of work than anyone else in the country," and that's saying a mouthful from a very important mouth!

"Faith and Work: Personal Needs and Congregational Responses," by Stephen Hart and David A. Krueger. Chicago: The Center for Ethics and Corporate Policy (637 S. Dearborn St., Chicago, IL 60605; (312) 922-1512), 1991. $15.00. This is the full Report on the Congregations and Business Life Project. A summary, written by Hart and Krueger, appeared in **The Christian Century** (July 15-22, 1992), and a copy of that reprint is included in a Vocation **Basic Resource Packet** available from the Division of Education and Publication, UCBHM (1) .

The full report, including all survey results, shares interdisciplinary review team papers:

"American Work Ethic and Congregational Opportunities" by Carl Dudley
"Corporate Challenge and the Formation of Character: The Challenge of a Multi-Cultural Society" by Thomas Frank
"Lay Ministry at Work: Testing Some Assumptions" by Michael Rion
"Interpreting Faith and Work Through Gender" by Susan Thistlethwaite
"'Immaculate Perceptions' of Faith and Work" by Byron Sherwin

An earlier article may be of interest, and helpful, namely David Krueger's **"Connecting Ministry with the Corporate World,"** which appeared in **The Christian Century**, May 30, 1990. Economics must return to its roots, which lie in ethics and moral philosophy. Key economic issues today are essentially moral ones: unemployment, income inequality, environmental damage, thus rendering a new ethical economics paradigm an urgent requirement. In this article the specific elements of an ethical framework are considered, and the items on the humane, ethical economic policy agenda are outlined.

Most clergy are men. That being the case, and if these males have not read it, we draw attention to Carol Gilligan, **In a Different Voice: Psychological Theory and Women's Moral Development**. Cambridge, MA.: Harvard University Press, 1982. We'd say the same about Susan Thistlethwaite's **Metaphors for the Contemporary Church**. New York: Pilgrim Press, 1983.

Societies, argues Gilligan, emphasize certain qualities for dominant groups (read "men" in America's case)—competition, separation, independence—and other qualities for subordinates (read "women")—cooperation, integration, affiliation. The more secular the society, the more it gets it "virtues" from business (read the list for males). Working out how all of this affects the work arena, and vocation (not to mention religious institutions!) could be more than a useful exercise.

Work in the New Economy: Careers and Job Seeking into the 21st Century by Robert Wegmann, Robert Chapman and Miriam Johnson. Published by JIST Works, 720 N. Park Ave., Indianapolis, IN 46202. First published in 1989 and subsequently updated. This is another one of those excellent little volumes to have in a vocational library, highly readable, and sensitive to the changing nature of the workforce.

Habits of the Heart: Individualism and Commitment in American Life by Robert Bellah, et al. Berkeley: University of California Press, 1985. Bellah, and his colleagues in this important volume, say that Americans tend to relegate faith and morality to a very private, individualistic realm. How that influences vocation, and one's life in and out of the Workplace, is foundational.

Those who want to "dig deep" into vocation/work/jobs/the theology of work, and at a cost (the book runs $32.50), should get a copy of Miroslav Volf"s **Work in the Spirit: Toward a Theology of Work**, published by Oxford University Press. Verlyn Barker writes of the book that it's "the best recent piece of writing" on the theology of work. Volf, who is associate professor of systematic theology at Fuller Theological Seminary in Pasadena (and also teaches systematic theology at the Evangelical Theological Faculty is Osijek, Croatia), claims that the time is ripe for a new assessment of work which is neither Marxist nor capitalist and that a mere ethic which we have had in the past is not adequate.

Writes Barker, further. "Work has been transformed by a move from an agricultural society through an industrial one to an information society. This is a quantum leap, and only a theology will make sense of it. In Volf's thinking, work must exclude all that debases or exploits; it must 'conform to the notion of the good life before God.'" And, moreover, "Volf does a good job: summarizing the traditional writings dealing with work; in references to the scriptures; in discussion of the relationship between vocation and work (which I rarely find).

A handy book to have around is **Guerrilla Tactics in the New Job Market** by Tom Jackson. If you can't find it in your local bookstore, try contacting Bantam Doubleday Books, 1540 Broadway, New York, NY 10036-4094; (212) 354-6500. $5.99 plus $2.50 for US Post, or $4.50 UPS.

Though out of print, another good book is **Making Vocational Choices: A Theory of Careers** by John L. Holland, revised edition, published by Prentice-Hall. It should be in your local library, school library, or college library. Holland came up with, among other things, the RIASEC theory wherein all jobs, careers, skills and personality types are divided into six clusters or families and with an exercise called "The Party" you can get a quick fix on one's "code." Check out **Parachute** by Richard Bolles for more details.

Generations: The History of America's Future, 1584 to 2069 by William Strauss and Neil Howe. New York: Quill/William Morrow, 1991. Strauss and Howe posit that successive generations fall into a cycle of idealist, reactive, civic and adaptive types. The first half of the baby boom could be labeled idealists; the generation born between 1961 and 1981 can be described as reactive; and we should, with reason, expect the generation born in the last 20 years of the century to take a civic posture. The framework offered by Strauss and Howe will surely change your perspective on the world—and the world of work and vocation within it.

Workforce 2000—Work and Workers for the Twenty-first Century. Published June 1987 by Hudson Institute, Inc., Indianapolis, IN, at the request of, and in collaboration with, the U.S. Department of Labor. We gave you a taste of this volume in a chart earlier; you might like to read the entire volume, available in most libraries.

What's the world like in which these workers are going to work? For the answer to that one, we suggest a trip to the library—or wherever you can find copies—to check out some of the publications of the World Future Society (4916 Saint Elmo Avenue, Bethesda, MD 20814). In 1991 Marvin J. Cetron and Owen Davies printed an adaptation in WFS's **The Futurist (September-October) of their Crystal Globe: The Haves and Have-Nots of the New World Order** (New York: St. Martin's Press, 1991). The article was entitled "50 Trends Shaping the World," and worth a look—whether you agree with all the "trends" or not.

Perhaps you ought to take a look, too, at **The Futurist** in its annual "Outlook," which usually summarizes recent forecasts from the magazine, pointing the reader to the articles and issues from which the outlooks came. The world, and the world of work, invariably make the list. Other good sources of socio-economic trends information you might find helpful would be these: Carol McDaniels, **The Changing Workplace: Career Counseling Strategies for the 1990s and Beyond**, Jossey-Bass, 1990; Joseph Coates, Jennifer Jarratt and John B. Mahaffie, **Future Work: Seven Critical Forces Reshaping Work and the Work Force in North America**, Jossey-Bass, 1990.

Try looking into Michelle LeCompte, **Job Hunter's Sourcebook: Where to find employment leads and other job search resources.** Gale Research, Inc., P. O. Box 33477, Detroit, MI 48232-5477. Published in 1991 this resource tells you how to find sources of information and job leads for about 150 occupations and is very well done.

"Jobs of the Future and the Education They Will Require: Evidence from Occupational Forecasts" by T. Bailey (Reprint Series, MDS-319), $1.50. NCRVE (National Center for Research in Vocational Education) Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455; (1-800) 637-7652; fax (309) 298-2869. This article, reprinted from the **Educational Researcher** (March 1991), analyzes trends in occupations in the United States over the last 15 years and projects trends through the year 2000. The article also looks at problems that can occur when using data analysis to understand the education requirements of the future.

Also, you will want to look at a kind of companion piece, **"Jobs of the Future and the Skills They Will Require—New Thinking on an Old Debate"** by T. Bailey (Reprint Series MDS-213), $1.00. Also available from NCRVE at the address immediately above. This article, reprinted from the **American Educator** (Spring 1990), describes the skills and education which will be needed to succeed in the workplace of the future.

Since we are writing and thinking about NCRVE, you'd be smart to do more than follow through on a couple reprints. Ask NCRVE for some other things: a copy of their **"Products" list** so you will know what other things they have available; information about their **"Change Agent" newsletter (a subscription piece);** and to be added to the mailing list for their **"Center Work"** newsletter and

center*focus*, the companion piece, the latter two having no subscription charge. You will find all of these extremely helpful to read and to have around, plus they will lead you to some helpful material for your work with vocation.

Almost forgot. Do check out Barbara Sher's **Wishcraft: How To Get What Your Really Want.** Ballantine Books, 201 E. 50th St., New York, NY 10022. This 1983 book if very helpful and still very popular.

The Information Development & Marketing Branch of Alberta Advanced Education and Career Development produces a variety of print and audiovisual material on career-related topics. Order Desk, Learning Resources Distributing Centre, Alberta Education, 12360 - 142nd Street, Edmonton, AB T5L 4X9; telephone (403) 427-2767; fax (403) 422-9750. Of interest to groups thinking of a "career center" might be **Guide to Setting Up a Career Resource Centre (Item #107989),** a 49-page booklet done in 1991, and costing $7 (Canadian).

The guide book is for organizations (from schools to career counseling centers to community groups) interested in developing resource centers that specialize in career planning materials. Topics covered include: materials needed; staffing; physical set-up and furnishings; obtaining and organizing career materials; promotional activities and computerization. A list of basic career planning resources and their ordering addresses is also provided (remember this is Canada!).

There's a lot of heavy material in this volume. For a change of pace, but with so much food for thought, you might want to read, or suggest it to others, the poet Donald Hall's **Life Work** (Boston: Beacon Press, 1993). Gems to quote abound in the pages of this volume, and Hall writes about life work with the poet's gift for language and insight which ought not to be missed. Check out some of the reviews (**People Weekly**, October 10, 1993; **Library Journal**, October 15, 1993; **The New Yorker**, October 11, 1993; **The New York Times Book Review**, October 3, 1993).

Maybe we can't trust the figures (they may be skewed, as we hear many statistics are these days coming out of Government with a capital "G"), but the Bureau of Labor Statistics, discussing what will happen to the job market between now and 2005, says about 25 million new jobs will be added to the U.S. economy. Sounds rather optimistic, yes? Between 1980 and 1993, including that raging 1980s period, only 20 million were developed.

Well, the Bureau estimated the outlook in more than 500 occupations. Over half of the growth, the Bureau discovered, was in 25 fields. These 25 fields are focused into three areas of concentration:

1. **Health services**
2. **Retail trade, including eating and drinking establishment**
3. **Business services, including temporary help services, computer and data processing services, and services to buildings.**

SOURCES FOR CAREER BOOKS

The listing of resources in this index is selective, not exhaustive. If you need more, especially on subjects related to vocation and careers, think about these other "routes:"

1. **The Public Library** or a community college/private college/university library. Librarians in general, and reference librarians in particular, are a resource never to be overlooked. They are often a wealth of information, and usually eager to share that information with you. Books may be easy to find, but these people usually have an eye for the not-so-easy-to-find things: magazine articles, pamphlets, fugitive publications, newspaper features. Ask. Let them know about your search. Get their suggestions of other community resources.

2. **Local Bookstores.** If you aren't used to browsing bookstores in malls and shopping centers, begin. See what's on the shelves under title categories you are seeking. Check the "new releases" section. Ask. Let them know about your search. Get clerks' suggestions of other community resources, or about notices of new books forthcoming.

3. **Mail Order.** Lots of publishers specialize in book and publications on vocation, careers and career development, the needs of special age groups or issues. When you're at your library, ask a reference librarian to help you develop a listing of such publishers.

As well, check the resources offered by organizations that focus on the area of your concern. Wherever possible, get on the mailing list—by membership or by request—so you'll know new resources being offered.

In the area of career development, try some of these for starters:

Career Development Resources Catalog. Career Research & Testing, 2005 Hamilton Ave., San Jose, CA 95125.
Career Planning and Job Search Catalog. JIST Works, Inc., 720 North Park Ave., Indianapolis, IN 46202.
Careers. Inc.. Catalog. Careers, Inc., 1211-10th St., SW, P. O. Box 135, Largo, FL 34649-0135.
Catalog of job-quest books. Planning Communications, 7215 Oak Ave., River Forest, IL 60305.
Garrett Park Press Catalog. Garrett Park Press, Box 190, Garrett Park, MD 20896.
Job & Career Library. Consultants Bookstore, Templeton Rd., Fitzwilliam, NH 03447.
Peterson's Guides. P. O. Box 2123, Princeton, NJ 08543.
Ten Speed Press Catalog. Ten Speed Press, Box 7123, Berkeley, CA 94707.
VGM Career Books. NTC Publishing Group, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975.
The Whole Work Catalog: Career Resources. The New Careers Center, Inc., 1515 - 23rd St., P. O. Box 339, Boulder, CO 80306.
Writer's Digest Catalog. Writer's Digest Books, 1507 Dana Ave., Cincinnati, OH 45207.

Ask someone in the church, probably someone who has a computer and understands how to do a "merge," to write these companies for their catalogs. You will be overwhelmed by the material you receive, some of it referenced throughout this Index. From the many catalogs, then, you can be selective in what might be helpful to your church and/or the situations of individuals within the congregation.

Another resource might be **How to Fund Career Guidance Programs** by Rod W. Durgin and Harry N. Drier from COIN Educational Products, 3361 Executive Parkway, Suite 302, Toledo, OH 43606 (published in 1992, running 137 pages, at a cost of $14.95 plus $2.50 shipping and handling). There's an introductory section about planning for a career resources center, and determining what resources should be put into it. In addition the book outlines seventeen federal programs, lists contacts for each of the 50 states, and illustrates private sources of possible aid and how to prepare proposals for grants.

"I'm Worried About My Job!" a cover story appearing in **Business Week**, October 7, 1991, by writer Bruce Nussbaum, with the help of bureau reports, talks about "migrant managers" whose jobs get moved in location, are subject to job downsizing and other traumas of change all around people in today's business world. Those who started careers in the 1950s and 1960s—the years of the Organization Man—now see, in the 1990s, the years of the migrant manager and the free-lance professional. Security has been replaced with people alone, afraid and angry. Check it out.

Speaking of lack of security and stable jobs disappearing, take a look at **Time** for March 29, 1993. Lance Morrow has two pages (40 and 41) on **"The Temping of America"** that depict, in beautiful prose that is almost out of keeping with the subject matter, how "Americans [are] being forced to adjust to a fragile and frightening new order.

A remarkable publication to have several copies of is the **Utne Reader** for July/August 1991. Focus of the issue is on For Love or Money: Making a Living vs. Making a Life. Lead article in a series of articles is by Brad Edmondson (editor of **American Demographics** magazine) with **"Remaking a Living."** He notes that people are starting to wonder if there isn't some way to make a living without shortchanging the rest of their lives. Then comes Jennifer Kaylin, "a Connecticut free-lance writer who dumped a stressful job 18 months ago," examining the ups and downs of life beyond the fast lane.

Michael Ventura, a columnist for **L.A. Weekly**, follows with a look back over his long line of jobs, concluding, "there's something drastically wrong with the American workplace." Finally, the Shorter Work-Time Group of Boston, a roundtable of labor and women's activists, outlines "the growing web of social problems attributable to overwork and offers one simple solution that will help almost everybody." Some nice sidebars as well. To order back copies, at $4 each, contact Utne Reader Back Issues, 1624 Harmon Place, Minneapolis, MN 55403.

"Waiting for the Weekend" by Witold Rybczynski appeared in the August 1991 issue of **The Atlantic Monthly**. Rybczynski in **"Waiting"** tells us that only very recently has having two whole days off from work become a near-universal right. The shock is not in that revelation, but that what people do with this respite "looks increasingly like work, and idleness has acquired a bad name." Rybczynski, a social historian, presents a remarkable history of leisure over the past two centuries, and what Americans are currently doing with it, asking: Is the weekend "merely the cunning marketing ploy of the materialist culture, a device to increase consumption? Is it a deceptive placebo to counteract the boredom and meaninglessness of the workplace?"

"America's New Workers" by Martha Farnsworth Richie, senior editor of **American Demographics**, appears in the February 1988 issue of that magazine. Richie reports on dramatic changes in the labor

force, demanding more flexibility in order to compete in the 1990's. Nearly all new jobs created in the U.S. between now and 2000 will be in the service-producing industries. Slower labor force growth could hurt the economy unless productivity improves in service industries. Training and retraining will be increasingly important; adult education is "hot."

For more detailed information on the work force, check out **American Demographics's Desk Reference Series, No. 4, on "American Workers."** If you can't find a copy in your local library, call (1-800) 828-1133.

Still as vital as ever, for all ages and intergenerationally, is **the Faith Community Resource** curriculum series on Vocation and Calling issued in 1985 by United Church Press, and still available (7). This series includes:

Gifts Given to Us: A Children's Resource by Ruth Verner, for ages four to seven ($3.95; item P-05745).

Being and Doing: A Children's Resource by Ruth M. Anderson, for ages eight to twelve ($3.95; item P-05737).

God: Is That You Calling? by Carl Imakyure and Audrey Miller, a youth resource ($4.95; item P-05729).

Called to Be Gifted and Giving by Richard N. Rinker and Virginia Eisentrout, an adult resource ($4.95; item P-05710).

Vocation and Calling, with Introduction by Carol Wehrheim, Hearing God's Call by Ronald S. Cole-Turner

Sharing Gifts: An Intergenerational Study Guide by Carol Wehrheim ($3.95; item P-05702). The intergenerational study is laid out for an all-church weekend retreat, but obviously can be adjusted to other multi-session occasions within the life of the local/area church.

A Community of Strangers: Christians and the Renewal of America's Public Life by Parker Palmer. Crossroad Publishing Company, 1983. A quite forceful statement about our calling and how we might live it in public. David Royer writes that Palmer explores the paradoxes of private and public life, individualism and community, intimacy and covenant. It is his thesis that our culture and our societal institutions (the church in particular) have been absorbed by the images and ideology of individualism and autonomy rather than the visions of unity and the fabric of relatedness.

Royer noted, in reflection about the therapeutic world, what has flourished in our present century is a faith in a private therapy which leads **to the truly autonomous individual**, totally competent to live free despite the contexts in which they find themselves. Over against this motif Palmer reminds us of another vision in which "The body of Christ is a network of organic connections between people, connections which make one's joy another's job, one's suffering another's suffering." This is an inter-relatedness far beyond individualism. The community embraces responsibility for the individual as well as the whole. Try relating Palmer's concepts to one's calling, one's vocation.

Cultural diversity in the workplace is mentioned in many journals, articles and videos these days, and

ties the world of work to another lifelong issue focused upon in the "Educational Mission of the United Church of Christ," namely, pluralism.

Asian Pacific Americans in the Work Force is a leaflet summarizing demographic and work force statistics, eight pages, available from the Publications Department, AFL-CIO, 815 - 16th St., NW, Washington, DC 20006. Single copies are without charge.

H. Daniel Lea and Zandy B. Leibowitz, editors, have **Adult Career Development: Concepts, Issues and Practices,** Second Edition, copyright 1992 by The National Career Development Association, a division of the American Association for Counseling and Development (Publication Sales, AACD, 5999 Stevenson Ave., Alexandria, VA 22304). Chapter 11 centers on "A Culturally Relevant Perspective for Understanding the Career Paths of Visible Racial/Ethnic Group People" by Robert T. Carter and Donelda A Cook. The chapter also contains an excellent reference listing at its conclusion.

Major focus of the **Training & Culture Newsletter** is to help keep those who work at training in the workplace on top understanding and handling cultural diversity in this setting. For further information, and to get a listing of back issues, write or telephone: **Training & Culture Newsletter**, 13751 Lake City Way NE, Suite 105, Seattle, WA 98125-3615; (206) 362-0336; fax (206) 353-5028. Individual subscriptions, for six bimonthly issues, are $39.

Career Opportunities News should be available in career counseling offices or many larger libraries. (If not, subscriptions are $25 prepaid for this bi-monthly publication put out by Garrett Park Press, P. O. Box 190M, Garrett Park, Maryland 20896; (301) 946-2553). Each issue cites around 70 fields or career aids on subjects like: employment trends, free and inexpensive career materials, new reports and new books, fields with jobs, liberal arts education and careers, minority and women's interests, financial aid, women and careers. One or more bonuses go along with each issue. Some are reprints of significant articles, while others may be charts suitable for posting on career bulletin boards. A local church may not need its own subscription, but it makes a great gift to a high school, a community college, or a local library that tries to take career information seriously.

You might also look at **Vocation and Work: Challenges in the Workplace** (book) and **Exploring the Changing Nature of Work and Policies for Good Work** (study guide) written by the Task Force on Issues of Vocation and Problems of Work in the United States. Louisville: Committee on Social Witness Policy, Presbyterian Church (U.S.A.), 1990. We have heard good things about these.

New Directions in Career Planning and the Workplace edited by Jean M. Kummerow. Career Research & Testing, Inc., 2005 Hamilton Ave., San Jose, CA 95125; (1-800) 888-4595. No. CPP-6, $24.00. This anthology addresses groundbreaking trends in career planning and the Workplace, trends that have literally reinvented the world of work. The issues of the '90s are presented here in a lively, readable fashion, and practical exercises are included at the end of each chapter so that counselors can work together on these with clients. The chapters include: "Career and Life Planning: A Personal Gyroscope in Time of Change,""Career Development for Empowerment in a Changing Work World,""Using the Strong Interest Inventory and the MBTI Together in Career Counseling,""Competency Profiling: A New Model for Career Counselors,""The Realignment of

Workers and Work in the 1990's," "Meeting the Needs of the Multicultural Work Force," and "Working Couples: Finding a Balance Between Family and Career."

Using the Myers-Briggs Type Indicator in Organizations, Second Edition, by Sandra Krebs Hirsh. Career Research & Testing, Inc., 2005 Hamilton Ave., San Jose, CA 95125; (1-800) 888-4595. No. CPP-1, $89.00. This workshop leader's guide provides extensive information and support materials that career counselors—and workshop leaders—will find invaluable in organizational settings. The 134-page guide, contained in a looseleaf binder, includes materials for two introductory workshops. While the material is helpful and might be used in a local or area church setting, it should not be used by those who have no training and understanding of Myers-Briggs testing.

Career Research & Testing has other material available; ask about their catalog which includes Strong-Hansen occupational guide, using the Strong in organizations, MBTI model workshop material, etc.

A Decade of Active Apathy

"We are frustrated and cynical; government doesn't work, the races won't get along, we can't protect the environment, neither Marx nor God will save us. We yearn to believe in something—hence the rise of ethnic, religious and political fundamentalism—and perhaps even lash out in anger. But we're finally unable to convince ourselves that these actions will solve our problems.

"The good news is, from frustration, new answers may emerge."

Davis Henry Hwang
Playwright, "M. Butterfly"

Occupational Outlook Handbook is published every two years by the U.S. Department of Labor, and is now probably the most widely used resource for career information anywhere. The **Handbook** contains nearly 200 job descriptions and is divided into about 20 occupational clusters so it's easy to browse through similar positions. It contains useful information on the nature of work, required skills, working conditions, employment opportunities, training and advancement, earnings, related occupations, sources of additional information. Call the nearest office of the Department of Labor for ordering or ask Career Research & Training (1-800-888-4945).

Those who have computers may be interested in the CD-ROM version (ISBN 0-8442-9279-6) which is currently listed at $29.95 from VGM Career Books (1-800-323-4900 or 708-679-5500).

Career Research & Testing (2005 Hamilton Ave., San Jose, CA 95125; (1-800) 888-4595) is the center for the Career Planning and Adult Development Network, a non-profit organization of career counselors, human resource specialists and educators who work with adults in career decision-making and career transition situation. The Network publishes a monthly newsletter and a quarterly journal. Membership is $49 for one year.

According to a recent Dun and Bradstreet survey, 57% of {93-94} expected job growth will result from hiring by firms with fewer than 20 employees. Those with from 20-29 employees will account for another 23% — leaving only 20% by organizations with 100 or more.

Of special interest to some will be one the back issues of the journal, NET-06 ($7.50) which focuses on **"Career Counseling in the Spiritual Domain,"** a discussion with Richard Bolles, Episcopal priest and author of the most-used book on job and career search, **What Color Is Your Parachute?**

Hispanics Most Rapidly Growing Segment of Labor Force, 1990-2000

Here is the projected change in the labor force during this decade as estimated by the US Bureau of Labor Statistics.

Racial/Ethnic Group	Growth in Labor Force	No. in Labor Force in 2000
White	14.6%	116,700,000
Black	28.8%	16,300,000
Asian	71.2%	5,700,000
Hispanic	74.4%	14,100,000

Resourceful Women: Contacts, Connections and Essential Information Sources covers paid and unpaid work as well as health, politics and the concerns of older women. This 700-page book includes photographs, essays and statistics. Published by Visible Ink Press for $17.95 plus shipping. To order **and obtain a free catalog** call 1-800-842-3636.

National Center for Research in Vocational Education (NCRVE), a consortium of seven institutions who share a deep commitment to the vocational education community, is designed as a change agent. The NCRVE poses two goals, one individual and one social: Preparing all individuals for substantial and rewarding employment over the long run; acting as a catalyst for a shift to an economy dominated by a skilled and flexible workforce, one that maximizes both global competitiveness and individual potential, in which firms use more skilled and productive workers and provide the appropriate incentives for education and training.

The NCRVE has a number of publications you may find helpful, and you may want to get on mailing lists for a number of ongoing publications (5). For starters we suggest you write to get on the mailing list for two quarterlies: **CenterWork and Center*focus*.** In addition several pieces look helpful: **Jobs of the Future and the Education They Will Require: Evidence from Occupational Forecasts** by T. Bailey, MDS-319, Reprint Series, $1.50 and **Jobs of the Future and the Skills They Will Require—New Thinking on an Old Debate** also by T. Bailey, MDS-213, Reprint Series, $1.00.

Write for information available to you from the ERIC Clearinghouse on Adult, Career, and Vocational Education (User Services Coordination, ERIC Clearinghouse, 1900 Kenny Rd., Columbus, OH 43210-1090; 1-800-848-4815). Especially helpful are their Trends and Issues Alerts, The **ERIC File** newsletter, their Practice Application Briefs, and the ERIC **Digests**. Materials are without charge, and much is available to you electronically. Recently the Clearinghouse noted its ERIC **Digest** "best sellers." You would do well to request some: Job-Related Basic Skills nos. 42 and 94; Jobs of the Future nos. 46 and 95; Employers' Expectations of Vocational Education nos. 34 and 90; Locating Job Information no. 85; Job Search Methods no. 121; Employability—The Fifth Basic Skill no. 104; Multicultural Career Education and Development no. 123; Career Education for a Global Economy no. 135.

Who's Doing the Talking?

Corporate Image Consultant Vicki Spina urges recruiters to let candidates do 75 percent of the talking. She particularly recommends these three questions be asked, and then the people doing the hiring should just sit back, attentive:

1. If you owned a company, would you hire yourself? Why?

2. What do you think your current boss would say about you? What would he or she say you needed to improve? How about your past boss?

3. If you were the head of your current department, what would you do differently? Why?

As an aid to Spanish-speaking job seekers, JIST Works has published **La busgueda rapida de trabajo (The Quick Job Search)** covering techniques for job searches in both Spanish and in English. The book runs 60 pages and retails for $4.95. Write JIST Works at 720 N. Park Ave., Indianapolis, IN 46202.

Videos

"Discovering the Future: The Business of Paradigms" is a video lecture presented by Joel Barker for Chart House Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337; (1-800) 328-3789. The video is provocative and contextual about what the future holds and how that future relates to the world of work and LIFE/work planning. Paradigms help us evaluate and organize new information quickly. They can also have a very limiting effect. Paradigms may be so unquestioned, so deeply rooted, that they can become barriers to our abilities to see new opportunities. The "old way" of doing something may seem the "only way," blinding people/businesses to new ideas, opportunities and solutions (e.g., the Swiss rejected quartz watches—no moving parts and they didn't

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tick, so they aren't watches—and the Japanese saw the vision). Whatever field or profession you're in, understanding the influence of this paradigm effect is absolutely vital to your organization's future. Any individual or corporation, to grab hold of the future, must overcome paradigm paralysis.

Other highly provocative video lectures that dramatize stumbling blocks toward grabbing the future and its potential, for the individual and for business, are **"The Power of Vision"** and **"Paradigm Pioneers."** According to Barker, almost all successful individuals and organizations have one thing in common: a positive vision of their future with power and depth. "Power" takes the viewer/listener on an enlightening and motivational journey toward understanding the power of dreams, strengthening and focusing them toward the future.

The newest lecture/video Barker has made, "Paradigm Pioneers," discusses characteristics of pioneers—intuition, courage, commitment—the differences between creating (shifting) new paradigms and paradigm pioneering, and, finally, how to become a pioneer.

Each of these video presentations is available for purchase, complete with facilitator guides. They are also available for rental and for preview. Prices vary, and are considerably lower for churches **related to schools and educational institutions.** For information, telephone (1-800) 328-3789 or send a fax to (612) 890-0505.

Joel Barker's **Paradigms: The Business of Discovering the Future** has been published in paperback by HarperCollins for $12.00 plus shipping.

"Working Mothers" series, a collection of short films which promotes discussion about the contradictions society creates in women's lives, is as relevant now as it was when it was produced in 1973—though some may be put off by dress or hair style, and we want to be up front about that. The collection offers a glimpse into our recent past and a starting point from which to assess the gains made by women over the two decades and encourages viewers to confront the need for social and political change that supports the rights of women.

Access to education and training, lack of family support, affordable daycare, equal pay for work of equal value—these are just a few of the problems faced by working women twenty years ago. Unfortunately, they appear to be the same problems being faced by women today, for whom the uphill battle seems not to have been won..

The collection of ten short films totals 111 minutes (Order No. C 0175 286) is available through the National Film Board of Canada, now with offices at SUNY Plattsburgh, Feinberg 128, Plattsburgh, NY 12901-2697; (1-800) 388-6784. Call for rental information and request a catalogue.

Throughout this resource index, we have indicated some special video resources that we find especially appealing. We suggest, however, that you look through several film and video catalogues (and get on the mailing list for them) for other possibilities that might be more fitting for your own particular local needs:

Mass Media Ministries, 2115 N. Charles St., Baltimore, MD 21218; (301) 727-3270
Ecufilm, 810 Twelfth Ave., South, Nashville, TN 37203; (1-800) 251-4091 (if you live in Tennessee, call collect to (615) 242-6277.)

"Ethics and Work with Joanne Ciulla." (30 min.) Purchase $39.95; normal rental from PBS (3).

Ethical questions are the stock-in-trade of Ciulla, a senior fellow at the Wharton School at the University of Pennsylvania. In this video she talks about ethics in business and the meaning of work in our culture.

Concerned that people's lives are dominated by work, Ciulla notes, "A lot of times we see that people do sacrifice everything for their work. And what do they sacrifice? They sacrifice their families, they sacrifice their children. Is that the kind of sacrifice you want people to make?"

"The Workplace." (60 min.) Purchase $69.95; normal rental from PBS Video (3). Americans spend nearly a third of their lives at their places of business. This program explores the importance of the workplace in our society by tracing the evolution of the mills, factories and office towers of our country. Host Spiro Kostof follows the changing social and technological forces brought on by the free enterprise system, the industrial revolution and the assembly line.

"Working Solutions" is a four-part series produced by The Office of Television & Radio at Rutgers, the State University of New Jersey, and WNET, New York in 1983 and available through PBS Video. (30 min. each) Purchase $100 each; $350 for the series. Telephone for rental information (3). This series explains the forces that are shaping the workplace of the future:

· the crisis in job skills

How can businesses reorganize and improve quality when 20% of America's workforce lacks the basic skills it takes to fill out an application? Through case studies see how a medium-sized manufacturing firm pays its workers to learn new skills; meet a leading auto maker that collaborates with community colleges to provide training and education near the job site; be introduced to an ice cream company and an innovative elementary school that work together to help young children see the relationship between schoolwork and job success.

· the conflicting demands of family and work

Surveys show that two in every five workers feel tom between job and family. Yet only two out of the top ten Fortune 500 companies have a comprehensive program for employees with families. Examples which develop ways to help employees balance the demands of work and family are: a leading health care products company—whose workforce is over 50% female—offers on-site daycare and liberal parental leave; a major pharmaceutical company that offers employees flex-time, job sharing, and nontraditional schedules; a small mail-order firm creates a family-friendly environment on the job.

· the trend toward decentralization and worker empowerment

Global competition and corporate down-sizing are forcing companies to give employees more control over management decisions. Many of these companies have discovered that worker empowerment does more than save money; it saves time, reduces absenteeism, boosts quality.

· the increasing diversity of the American workforce.

Women and minorities make up the only growing segments of the American workforce. Visit American companies which are making positive differences in how they accept and encourage diversity, including providing multicultural workshops and minority assistance networks, developing diversity programs that help workers discuss and resolve human relations issues.

As one moves through the series, eye-opening facts about changing business conditions are laid out, such as:

1. By 2010 America will have a shortage of 700,000 scientists and engineers.
2. Twenty-four percent of the efforts to upgrade product quality fail because employees can't learn the quality-enhancing skills.
3. One-third of all new stock purchases in 1992 were from employee ownership programs.

Here's an opportunity to go behind the scenes of organizations that are successfully adapting to the new social, cultural and economic conditions of today's world of work.

On the two pages which follow, Janna Roche, chaplain at Hamilton College in New York State, offers an outline on "Right Livelihood," the issue being vocation. The Vocation Working Group thinks the outline might be helpful to those wanting to gather a group, possibly for a weekend, to look at the meaning of vocation. If you use it, you might want to offer some comments to Janna on how it went.

"The place God calls you is the place where your deep gladness and the world's hunger meet...."
from **Wishful Thinking** by Frederick Buechner

Exercise #1: **Think about times in your life when you were doing things things you really felt good about, felt comfortable doing.**

(What are you doing when you lose all track of time?)

St. Paul in Romans speaks of a law "written in our members." In seeking to find our right livelihood it means we are to decipher what is written in our members, what our talents and skills are, particularly the ones we delight in.

Read a scenario for the romantic, pages 46,47 from "How to Find Your Mission in Life" by Richard N. Bolles.

Exercise #2: **We can arrive at our right livelihood by getting to know ourselves (self-knowledge). That means we must work on clarifying our values, and setting our goals.**

Next to each of the 14 questions below, indicate your level of agreement by using the following code:

4=essential 3=very important for me 2=somewhat important 1=not important to me

1. become more skilled in the arts (music, photography, etc.)
2. help to eliminate racial, sexual or other prejudices
3. please my parents, friends, or others
4. get more education
5. help others who are having difficulties
6. be successful in a business of my own
7. learn another language or other communication skill
8. travel frequently to other parts of the country or other countries
9. have a steady job in a solid company
10. have a large amount of money in my job
11. have children of my own, or adopt
12. be active in community service work
13. be active in a faith community
14. have leisure time for hobbies, sports, vacations, etc.

Deep inside each organism is something that knows what that organism's true nature and life goal is. It is as though there is within each person an inner Center that knows what constitutes health. The process of moving toward our true personal life goal, what constitutes "wholeness" for us is called "individuation" by C. G. Jung. It's the process that moves one to become a completed, unique person.

Livelihood" Workshop by Janna Roche "Right Livelihood" Workshop by Janna Roche "Right Livelihood" Workshop by

Roche "Right Livelihood" Workshop by Janna Roche "Right Livelihood" Workshop by Janna Roche "Right Livelihood"

Workshop by Janna Roche "Right Livelihood" Workshop by Janna Roche "Right

It's a process that is never completed in this lifetime. What's important is that what it means for us to be whole seems to be known in the unconscious Center of our being and it's from this Center that the process of individuation is begun. The great religions of the world are deeply concerned with individuation which did not wait for the science of psychology to initiate it. Here is the way the Sioux Indian holy man Lame Deer speaks:

> Medicine men all have their own personal ways of acting according to their visions. The Great Spirit wants people to be different. He makes people feel drawn to a certain favorite spot on the earth where they experience a special sense of well-being, a sense of belonging. The Great Spirit likes variety so each being is different. The Great Spirit only sketches out the path of life roughly for all the creatures on earth, shows them where to go, at what place to arrive, but leaves them to find their own way to get there. The Great Spirit wants them to act independently according to their nature, to the urges in each of them. All creatures exist for a purpose. Human beings tend not to use the knowledge the Spirit has put into every one of them. They deviate from the process of fulfilling the unique life which is in every human being. Part of this is coming to know our common humanity where we are like everyone else, and our uniqueness, where no one is quite like us.

Human beings can only know the process if they consult the secret knowledge of their bodies, their senses and their dreams. Only gradually do we come to know what it means to be ourselves.

How can we get involved in this process?

Recognize God is calling us to blossom, to discover what it means to be who we are.

Schedule times to wonder how God is trying to guide you.

Give yourself permission to feel your hunger to fulfill those things that you were placed on earth to do.

Our purpose on earth is fundamental: to bring "good news" to others.

Who are you called to do that to and how?

What are you called to do now?
...setting people free
...raising up hope in what seems like a hopeless mess
...nurturing companionship amidst loneliness
...helping the mounded to heal
...bringing comfort to those who mourn.

It's a lifelong process. Remember Moses? His call unfolded over forty years as he led God's people through the wilderness.

Discovery of who we are is a lifelong process.
...not to be tackled alone
...God calls us, stirs us, teaches us, comforts us
...requires a life committed to deepening our relationship to God,
by loving God with all our hearts, souls and minds
...we create conditions for relating to God when we deepen our capacity for reverence and gratitude.

[Janna Roche, who is married to Gene Roche, a member of the Vocation Working Group, is chaplain at Hamilton College in New York State.]

Livelihood" Workshop by Janna Roche "Right Livelihood" Workshop by Janna Roche "Right Livelihood" Workshop by

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Reprinted from the February issue of Managing Office Technology, and copyrighted 1994 by Penton Publishing, subsidiary of Pittway Corp.

SEVEN TRENDS WILL CHANGE YOUR FUTURE WORK LIFE

If you're wondering what tomorrow will bring to the workplace (or, colloquially: "What next?!"), office furniture manufacturer Steelcase Inc. (Grand Rapids, MI) and *Office Access*, a new reference book on offices, have identified seven unfolding trends that will steer the office through the next century. These are:

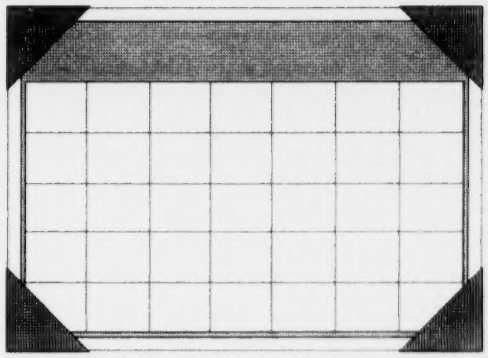
- **Virtual work:** The Trend toward working wherever you are will increase in years to come. Home offices and telecommuting will become more common. As productivity studies reveal that workers can be equally or more productive in working at home, more corporations will offer virtual work.
- **Pen-based computers:** Worldwide express delivery services and some police departments already use this technology to scan coded or handwritten data into computers. Pen-based computers are useful for workers in mobile or non-traditional offices.
- **Office-in-a-box:** Miniaturization will enable more electronic office equipment and gadgets to be integrated into single units. Briefcases equipped with cellular phones, modems, faxes, color LCDs, read/write optical CD storage, scanners, printers, and keyboards already are being developed.
- **Wireless technology:** Workers will be able to plug their personal or laptop computers into any workstation and be up and running on a computer network in a matter of minutes. The need for permanent workstations will decrease as a result.
- **"Silicon secretaries":** Sophisticated telephone systems will be linked to computers and programmed to route certain preferred outside phone calls directly to the person, rerouting other calls to a secretary. Linking phones to computers can enable desktop computers to take phone calls and written memos, while voice-driven computers can schedule appointments and/or store names and phone numbers. These developments may change relationships between managers and support staff.
- **Collaborative and private workspaces:** More companies will shift to team-oriented approach to work. This means physically accommodating workers to gather in groups for meetings and brainstorming sessions, as well as to take their individual assignments to the quiet area for more concentrated work.
- **Smart buildings:** Technological advances will allow buildings to respond instantaneously to environmental changes. Smart elevators will go to the busiest floors at peak times and will shut down automatically when a smoke alarm is activated. New developments in temperature control systems will adjust the temperature to the number of people in the office. Shared electronics, such as computer networks and E-mail, will give tenants access to the most current technologies.

Office Access is published by The Understanding Business, a div. of Harper Collins Publicati[illegible]. It is available in bookstores in the U.S. and Canada.

BEST COPY AVAILABLE

NOW'S THE TIME TO MARK YOUR CALENDAR

CHURCH VOCATIONS SUNDAY
in 1995
is Sunday, February 26.
After that, check your
Desk Calendar & Plan Book



The ***Leadership File***, produced by the UCC Office of Church Life and Leadership with funds from the Strengthen the Church Offering, has help for pastors (and lay people) to celebrate Church Vocations Sunday—sermon ideas, hymn suggestions, litanies, etc. If you do not receive the *Leadership File*, contact OCLL or get information from the Resource Center (6).

You'll want, especially, the "file" on Church Vocations Sunday, and we think helpful also is the file on Laity Sunday. The materials are excellent and highly recommended.

THOUGHTS FOR ANY DAY OF THE WEEK

"If you don't know where you're going, you'll probably end up somewhere else."

...David Campbell

"What we call 'creative work' ought not to be called work at all, because it isn't....I imagine that Thomas Edison never did a day's work in his last fifty years."

...Stephen Leacock

YOUTH

As if Luke Skywalker (yes, we've rushed back to focus on that world populated by George Lucas again!) didn't face enough obstacles in "Star Wars," his LIFE/work planning in that film was circumstantial, one of those "I decide, not by deciding, but by having life force me into action because of the demands of situational needs, real pressure needs, surrounding me. " Skywalker raged with anger when his aunt and uncle were slaughtered by the Empire's stormtroopers and the home he'd known all his young life burned to the ground. He and his new mentor, Obi-Wan Kenobi, sped off into the unknown, resolved to answer the despair/distress call of Princess Leia and rescue her--a resolve accomplished with valor and heroism. But Luke wasn't trained by the Academy and, for all his honors, he was *not a Jedi knight*. He was still, when "push came to shove" as we say, a farm boy with a lot of chutzpah and amazingly good luck. (It's still not clear where this farmboy learned to be, for instance, a better pilot and bombardier than all the rebel alliance forces gathered to fight the evil Empire, but....) Not until "The Empire Strikes Back" does Luke undergo his ritual of initiation into Jedi knighthood. Under the tutelage of dwarfish Jedi master Yoda, Luke learns the mysteries of the order and its grounding faith, the Force. Yoda imparts to Skywalker how to tap into the power to alter and control the objective world by thought. Mental processes are, under the Force, omnipotent.

The whole process of the Force, as Luke practices to master it and overcome his fears of it and his own inability to "center," moves his rite of passage along. He is growing, maturing. Yoda's cave is a fantasy space, outside social reality, a world of its own prior to the complex world of adult responsibility. It's a world uninhibited by the adult world of negotiation and give-and-take, win some lose some. It's a world before compromise and sacrifice. It's a place sealed off where childhood (boys' or girls') narcissism does not yet have to give way to the "adult" arena of a more interactive and dialogic psychic orientation.

Leaving the cave, you're either ready for adulthood, with its responsibilities and its rituals, or for a severe jolt into "reality." Youth enter the cave. Young adults (supposedly, so the rules go and how the story reads) walk out.

"What do you want to do/be when you grow up?" We all ask it, and usually laugh, no matter what children and young people answer. In its own way, it's a form of the popular game of adults, "youth-bashing." We'd do better, regardless of a child's or young person's age, (a) not to laugh, and (b) try to elicit and draw out the "meaning behind the meaning" of what the response is. (Or do we just ask the question because "people always ask, " without any serious interest in the answer or the youth?)

Try this as an exercise. Grab an extra $10 bill, and go to a favorite teenage hangout where they

have magazines for sale (an easier exercise than going to a music store or a video emporium). Get yourself the latest issues of **Tiger Beat, Rolling Stone, Details, Spin** (ok, they may cost more than a $10 bill!) and take them home and read them. Study the ads. Study the photographs. Compare them—the subjects and content, the language, the visual presentation, the advertisements—with what ***you*** (adults, parents, "elders") read and the language you use. Does the comparison tell you anything?

Compared to their parents, today's teens represent a monumental generational shift in attitudes and experiences. . .Even the names they've been given in the demographic lexicon describe a generation that is defined by poor timing and hard luck: . . .■ "Baby Busters" because they make up the generation that was born in the years between 1960 and 1980 when birth rates in America were in decline . . .■ "Thirteeners" because they're the thirteenth generation to live under the American flag . . .■ "Generation X" because their position between the twin demographic peaks of the Baby Boom, 1943-1960, and the Millennial, 1982-2003, generations diminishes their influence on politics and popular culture. Whatever the name, today's teenagers and young adults have been shaped by totally different life experiences.

[PBS News, January-February 1994]

The literature on human development, identity formation, and religious searching focuses on adolescents (less so on young adults and adults), the assumption being that adolescents, in the rite of passage into adulthood, are working their way through a personal and a social identity quest. That quest is a complex one--as all parents and teachers know (or ***should know***). Adolescents need a sense of continuity--rooted into their personal and social past, and growing in ways that, over time, make sense aimed toward the future. At the same time, adolescents struggle with the "need to be different," that is to have a special and unique sense of self in relationship to others.

"MTV is not a TV channel.
It's a cultural force.
It's affected the way
an entire generation
thinks, talks and buys

"Ever Hear Anyone Refer to the NBC Generation?"

...from an MTV ad, 1993, in <u>The New York Times</u>

Teenage years can be stormy (some extremely volatile, defiant and rebellious) or placid (quietly exploring possibilities of alternatives to the "usual" or known "adult" ways of thinking and of being, discovering how to abstract the world and its ways and concretize it in new constructs). Teenagers are explorers of life's options, and like the crew of "Star Trek" that exploration can be fraught with danger, to themselves and to those around them, especially parents.

Over a relatively few years, teenage explorers are expected to zip through the rites of passage, pressed both by society and their own internal need systems to: **commitment.** They have to focus their own beliefs, they have to focus on a career (or find hopefully acceptable reasons to delay choice), move toward sexual maturity (sometimes even to choose a mate for life). Sometimes it seems youth no sooner get to the place where they are mentally capable of concretely and abstractly being able to deal with the questions of identity than people all around them start telling them "For heaven's sake, act like an adult; you're not a child any more!"

So what is an "adult?" Apparently, at least in industrial and post-industrial societies, the major identifier of an adult is someone who has a niche, a function, a money-earning role in society. What's virtually the first question asked of you when you're introduced at a party? "Tell me, Jane or John, what do you do?" The "do" always means, "What's your job?" There were days, unknown to any of us, before capitalism, before any industrial revolution, where that party-going question would have been totally out of place. That, these days, is ancient history! You know that, and we adults make that *abundantly clear to adolescents, as we push, push, push, push them through the identity crisis and into: commitment.*

Gene Roche identifies several vocational needs related to both youth and young adults:

- ... role models in a variety of professions
- ... opportunities for meaningful paid and unpaid work during summers, vacations and nonschool hours
- ... individual and group experiences that allow reflection on the meaning of work
- ... information about a wide variety of educational and employment options after high school including paid work, further education or public or military service.

What strategies does that suggest for/to a congregation?

Worship services can provide explicit recognition of the ways individuals act on their vocations outside of the ordained ministry.

Job listing could be provided through church members and members of their networks for summer jobs, part-time work and meaningful volunteer experiences.

Youth group activities could expose students to a wide range of work environments and role models through tours, trips and experimental methods.

Church school curriculum can expose students to theoretical and conceptual information about life/work planning.

Intergenerational activities could be organized to help children get a better perspective on work that utilizes their talents.

Local church congregations could become more involved in the career and vocational planning decisions in public school, at the local, state and national level.

Church libraries could contain a wide variety of written and audiovisual material related to vocations and the role of work in the Christian life. If congregations want—and can—go some steps beyond, pamphlets, audiotapes, videos, and computer software could be prepared to help individuals with specific problems and choices.

II. **YOUTH**

Check your local community or school library for these. Also check with school and community college guidance counselors. Some of the best noted on the market, or available, might be these (with thanks to Richard Bolles for the suggestions; if you have a copy of his Parachute—and you should—check pages 417 and 418):

How to Help Your Child Choose a Career by Luther B. Otto. New York: M. Evans & Co. (216 E. 49th St., New York, NY 10017), 1984.

How to Help Your Child Plan a Career by Dean L. Hummel and Carl McDaniels. Washington, DC: Acropolis Books, Ltd. (Colortone Bldg., 2400 - 17th St., NW, Washington, DC 20009), 1979.

Get Ready: Job-Hunters Kit by Douglass Henderson, 1980. This package includes: **Get Ready! Teachers Manual: Get Ready. Students Manual**; and a cassette. Done in 'rap' style, with music. Very popular. Get Ready, Inc., a subsidiary of Educational Motivation, Inc., Box 18865, Philadelphia, PA 19119.

The American Vocational Association, 1410 King Street, Alexandria, VA 22314, distributes a number of materials to acquaint students with job training programs offered by high schools, community colleges and technical institutes. Its **Job Market** highlights several occupations in each issue and cites sources of training. **Life After High School** is a general brochure on vocational education and **Facts** is a booklet about this area intended for parents.

Rather than "free love," today's teenagers have had to learn about AIDS. Instead of promoting "flower power," they're more impressed by the swift certainty of Desert Storm. Corporate down-sizing and massive layoffs, not the scandals of Watergate, have persuaded them to strive to adapt to society than reform it. . . .Compared to the previous generation, today's teens are five times more likely to be born to unwed mothers and almost three times more likely to be raised in a single parent household. While growing up, they're three-and-a-half times more apt to live on welfare, three times more likely to commit suicide, and almost five times more likely to commit a violent crime. . . . Compared to teenagers in the mid-1970s, today's high schoolers are much more apt to place great importance on wealth and less importance on finding purpose and meaning in life. Nearly three-quarters (73 percent) of today's teenagers believe that it's okay for teens to drink alcohol as long as they don't drive. More than half (61 percent) have cheated on an exam, while nearly a third (32 percent) have taken something from a store without paying for it. . . . While the proportion of high school graduates attending college (6 in 10) is an all-time high, their average SAT score is an all-time low (899). . . . These life experiences have shaped a generation of teenagers that tend to view personal issues, such as crime, personal relationships, education, and employment, with a realism far more practical—some would say cynical—than their counterparts 20 years ago.

[PBS Video News, January-February 1994]

Try to find the **Special Edition Newsweek** (Summer/Fall, 1990) on "The New Teens: What Makes Them Different." The sub-themes of the issue are How They're Different, What They're Up To, the Problems They Face, and Doing the Right Thing. Has it all changed by 1994? You might pay special attention to the Annetta Miller article, "Work and What It's Worth."

Take a look at **Job Power Now! The Young People's Job Finding Guide** by Bernard Haldane, Jean Haldane and Lowell Martin, revised edition. It's available direct from Acropolis Books, 2311 Calvert St., Suite 300, Washington, DC 20008 (1-800) 451-7771. The cost is $10.95 plus $2.50 for shipping and handling costs.

Take a look, too, if you will, at Marian Wright Edelman's **The Measure of Our Success: A Letter to My Children and Yours** (it's out in hard and soft cover), and reviewed widely in 1992 when it was a surprise bestseller. We could review it, but you'll do better just reading it, if you haven't already. It won't lead you to help young people find jobs, but it gives, says Davis Morris, great articulation to the service to humanity ethic, and lots to chew on regarding our assumptions underlying a life well lived or why our culture is in crisis in so many areas. Her 25 lessons for life could be the basis for a great discussion series involving the entire church community, young people through retired folk!

If you are a parent, and even if you're not, get hold of a copy of Arthur J. Heine's **Surviving After High School: Overcoming Life's Hurdles** (J-Mart Press, P. O. Box 8884, Virginia Beach, VA 23450-8884; 1-800-487-4060). Heine claims that his expertise and qualifications for writing **Surviving** are a combination of his teaching experience and co-raising five successful young adults. He puts it this way: "After watching our five children graduate from high school, face the same problems and make the same mistakes, I knew I had to do something." In May 1991 the result was the publication of **Survival**. **The Book Reader** review speaks loudly about Heine's contribution:

> So you've graduated. Now what? Here is a book that speaks to a most overlooked subject. Addresses the major question of how to live independently, with a lot of good advice and information. Oversized for easy reference, with space for taking notes. **Written for young adults, this long-due book is actually ideal for parents seeking sensible tips on how really to help their kids.** Covers the biggies: The job search, the job itself, money (once you get it, you better know how to handle it), transportation (so you say you want to buy a car?) and shelter (you gotta live somewhere, but can you afford it?).

The review goes on from there, but you get the idea. It's a help and a hoot. If you can't find it in your local bookstore, show it to them once you get it from the publisher! And show it to your local library. They ought to have it on the shelves. Visa and MasterCard holders with a telephone can call to 1-800-444-2524. Or get more information from the other "800" number we gave you. Softcover $14.95; hardcover $22.95.

Charles Handy **Age of Unreason** and **Age of Paradox**, each costing about $20.00. If you want well-written material about the world of work, these Harvard Business School Press volumes are lucid and so readable, and go hand in hand with Peter Drucker and Tom Peters. A review/comment about Handy's books are included in the **Vocation Basic Resource Packet** (1).

Marsha Sinetar, **Do What You Love and the Money Will Follow** (Dell paperback, $10.95). Want to be liberated? Want to banish those Monday morning blues? Marsha Sinetar has written

a guide to finding the "work" that expresses and fulfills your needs, talents, and passions. Using dozens of real-life examples (Dick Bolles calls them inspirational examples), she shows you how to overcome your fears, take the little risks that make big risks possible, and become a person whose work means self-expression, growth, and love. Bolles said, further, that Sinetar's book is "...infinitely more appealing than those sterile books telling us how to become a millionaire before we are 35."

Career Choices: A Guide for Teens and Young Adults by Mindy Bingham and Susan Stryker, edited by Robert Shafer, 1990. Marcia R. Wilton, Career Information Specialist at Bainbridge (WA) High School called this "an excellent resource for constructing a 'life after high school.' The book focuses on "self-awareness and through many paper and pencil exercises leads kids to make their opwn decisions about appropriate career choices." If you can't find it locally, try contacting Academic Innovations, 3463 State St., Ste. 219, Santa Barbara, CA 93105; (805) 967-8015.

JOB TRAINING AT WORK

Searching for ways to help high school graduates prepare for the world of work, the Clinton administration need search no further than Philadelphia. There a system of nine academies prepares students for jobs in the changing economy. The academies are run within existing high schools (schools within schools) and are operated and financed by local businesses. Around a tenth of the students elect to participate in their programs. They specialize in electronics, law, health, office practices, hotel and restaurant management, automotive repair and environmental technology. Not all go to work immediately after high school, in fact 52 percent go on to college—but leave with a clearer picture of the world of work and their own career interests.

—*Career Opportunities News*, March-April 1994

Psychology for Kids: Forty Fun Tests That Help You Learn About Yourself by Jonni Kincher, edited by Julie Bach, a paperback issued in 1990. Free Spirit Publishing, 400 First Ave., N, Ste. 616, Minneapolis, MN 55401; (1-800) 735-7323. $11.95. The press release for this book says this creative, hands-on workbook promotes self-discovery, self-awareness and self-esteem for children aged 10 and up. It certainly does! Perhaps that's why **Children's Advocate** said it was "an ideal self-discovery resource for children, families, and teachers" and it got the Benjamin Franklin Award for "best small press psychology book."

These are really engaging Personal Style Inventory (PSI) tests, leading young people to probe deeper into attitudes and feelings, into social, thinking, learning and creative styles. And if they want to know more (and the tests seem to push the "probers" to do so), the special "Find Out More" sections suggest ways to investigate. **Counseling & Guidance** (related to the National Association for Gifted Children) and **Work & Family Life: Balancing Job and Personal Responsibilities** (published in collaboration with Bank Street College) praised the book. "Knowing yourself can help you shape your own future, choose your own direction, make your own decisions" Kincher writes. How true!!! You need a copy in your library, and you need to make it known to teachers of children (wouldn't be a bad idea to tell parents about it, too!).

Here's an angle on putting things into the hands of youth and young adults. **"Why Not Work for a Change?"** (a *double entendre* title to put it mildly!) is an introduction to careers in social change issued by the Advocacy Institute, 1730 Rhode Island Avenue, NW, Ste. 600, Washington, DC 20036; (202) 659-8475. It's an attractive 16-page pamphlet that's helpful, and directs readers to some other resources helpful for more information. If you've got young people—or not-so-young people we hasten to add—you might direct them further to titles like **Careers for Dreamers and Doers: A Guide to Management Careers in the Non-Profit Sector** by Lilly Cohen and Dennis R. Young (The Foundation Center, 79 Fifth Ave., New York, NY 10003), **Doing Well by Doing Good: The First Complete Guide to Careers in the Non-Profit Sector** by Terry W. McAdam (Society of Non-Profit Organizations 6314 Odana Rd., Ste. 1, Madison, WI 53719, or **Good Works: A Guide to Careers in Social Change** by Jessica Cowan, ed. (Barricade Books, 61 Fourth Ave., New York, NY 10003). And that's just a start! The Advocacy Institute also directs one to periodicals, newsletters, job banks and bulletin boards, internships, and electronic networks.

The Vocation **Basic Resource Packet** available from the Division of Education & Publication of the United Church Board for Homeland Ministries (see box page 14) contains helpful information about JACS (Joint Action in Community Service, Inc.) and WICS (Women in Community Service, Inc.). Both of these national volunteer organizations work with Job Corps youth, a program of the Department of Labor. You may have young people in your congregation who would benefit from these programs. As well, congregations might well consider what they could do to help and support these programs!

The Ms. Foundation for Women is already in its second annual **Take Our Daughters to Work Day** and will probably have more (one for boys? don't know of any). Try calling 1-800-436-1800 for information, or write to the Foundation at 141 Fifth Ave., Ste. 6S, New York, NY 10010. The Foundation office number is (212) 353-8580. The flier will tell you about merchandise available; literature for organizers, parents, employers, girl and boys lesson plans (the boys get in on this lesson since it helps generate discussions about gender roles in our society).

THE SCHOOL-TO-WORK TRANSITION

Throughout the United States and around the world, people are searching for direction in improving education programs, so that today's youth will have the rigorous and relevant academic skills to be able to function effectively in a technological, information-based society. The one person we know who most provocatively works ceaselessly on this issue is WILLARD R. DAGGETT of the International Center for Leadership in Education. He, and the Center with which he is associated, serves as a resource and catalyst for change in education.

This Center works for systemic change. The model, which leads to a rigorous and relevant curriculum for all students, is driven by the adult roles for which students must be prepared and requires extensive community involvement.

Audios, videos and publications are available from the Center (and a copy of one of Dr. Daggett's highly provocative speeches is included in the UCBHM Vocation Basic Resource Packet (1)): Distribution Center, 6 Concord Street, Scotia, New York 12302; fax (518) 370-7058. Sample idea of what's available: videotape and audiotape, "Preparing Students for the 1990s"; videotape and audiotape, "Preparing Students for the Changing Workplace."

The Center itself is located at 948 Meadow Lane, Schenectady, NY 12309-6529; (518) 377-6878. The Center provides speakers, workshops, seminars, consultations.

Videos

In PBS' Teen Collection, check out *Club Connect*'s "Top Ten Jobs," a count down of the ten most popular jobs held by teens and gives advice on how to be successful in a job. This program also features a teen entrepreneur, examines setting up priorities between job and school, and looks at vocational training. 30 minutes, $59.95. (CCNC-802-N394). Guided by a panel of professional advisors in health and education, the Club Connect's teen reporters report and how young people cope with all kinds of things including school and careers, support positive life choices and nurture self-esteem. Produced by WTVS.

"Teens Talk Jobs" from *In the Mix*: According to statistics, one in five teens cannot find a job. The *In the Mix* teen hosts address the issue of careers in a practical, how-to manner, by including useful tips and insights on finding the right career opportunity, getting job experience, writing a resume and preparing for the all-important interview. Special guest Steve Mariotti, founder of the National Foundation for Teaching Entrepreneurship (NFTE), teaches inner city teens practical tips on starting their own businesses. Informative on what to do and what to avoid, this program covers everything a teen needs to know about succeeding in business. Produced by WNYC, New York, NY, 1993. 30 minutes, $59.95. (IMIX-002-N394).

"Life After High School" by Steve Alves explores the relationship between school and work by examining unskilled, skilled and professional positions in five manufacturing companies. Its mix

of on-the-job interviews, fantasy scenes and original music is designed to begin a process of self discovery that leads students to a clearer sense of purpose in school. It was made to help young people think about their future now, rather than experience a crisis later. It raises such vital issues about school and work as:

- the realities of the work world
- the relevance of high school
- the importance of learning how to learn

A study guide containing three lesson plans plus a reproducible occupational fact sheet and budget worksheet is included free with purchase. Distributor of the film is Pyramid Film & Video, Box 1048, Santa Monica, CA 90406-1048; (1-800) 421-2304; fax (213) 453-9083. VHS purchase, $295; 3/4". $345; 3-day rental, $75. 28 minutes, color, and best suited to Junior High School.

transforming your relationship with money
& achieving financial independence

We've borrowed the title of an audio cassette/workbook course by Joe Dominguez, of the New Road Map Foundation in Seattle, to promote a book he co-authored with Vicki Robin (you can probably find it in your local bookstore—a Penguin paperback, **Your Money or Your Life,** about $11.95 in paperback—and to bring up something we hope parents will raise with their kids, and church people ought to help them do it, namely that it's time to wake up from the American Dream, the dream of increasing passion for consumption, and bring some sanity to personal finances.

Dominguez and Robin, and other like them on the same wavelength, note that "North Americans are, by many measures, the most successful people the world has ever known. Our enormously productive economy affords us luxuries beyond the wildest dreams of previous generations. Yet amidst this affluence is evidence of a different story. Our rising standard of living has not always resulted in a higher quality of life. Indeed, in many ways there has been an erosion in our sense of well-being—both for us as individuals and for us as a people. Our wealth has come with unforeseen costs: personal, social and environmental."

Seattle Times columnist Emmett Watson, reporting on the work Dominguez was doing, titled his column **"Can the fast track be a round trip to nowhere?"**

Young people can read this book, for starters. Challenge them to follow the 9 steps.

Parents and teachers can read this book—as a start toward returning the planet to frugality—then young people could emulate them.

Churches could try to get people to take the "Transforming" course ($60 from New Road Map Foundation, P. O. Box 15981, Seattle, WA 98115) **and follow the 9 steps—and widen the circle of frugality—then young people could emulate them.**

YOUTH IDENTITY AND VOCATION

These are good reference books to check on youth identity and vocation. Some of them are technical, but for the diligent reader offer a broad range of helpful insight and understanding of what adolescents go through in working out their identities and some vocational background:

E. H. Erikson. ***Identity: Youth and Crisis.*** New York: W. W. Norton, 1968.

C. Lasch. ***The Culture of Narcissism: American Life in an Age of Diminishing Expectations.*** New York: W. W. Norton, 1978.

R. J. Lifton. ***The Broken Connection: On Death and the Continuity of Life.*** New York: Simon & Schuster, 1979.

D. P. McAdams. ***The Person: An Introduction to Personality Psychology***. New York: Harcourt, Brace, Jovanovich, 1990.

D. P. McAdams, Booth, L., & Selvik, R. ***"Religious identity among students at a private college: social motives, egostate and development."*** **Merrill-Palmer Quarterly,** 27, 219-239.

A. S. Waterman. ***"Identity in the context of adolescent psychology."*** In A. S. Waterman (Ed.), ***Identity in Adolescents: Processes and Content"*** (pp. 5-24). San Francisco: Jossey-Bass, 1985.

YOUNG ADULTS

A recent study by Roper College Track for MTS shows that the two favorite authors of college students today are Stephen King and Danielle Steel. Did that tell you anything?

Billy Idol, in "The Underground," sings a song: "Jesus Died For Somebody's Sins, But Not Mine." It's almost like young adults are singing the same song, and if redemption doesn't have to do with them personally, then why bother with the church. Does ***that*** tell you more?

in the next generation

Your life has just begun. As a young adult you plan your future, your career, perhaps your family. For young men and women in their twenties who have AIDS, the planning doesn't stop. They think about tomorrow. They think about tomorrow with HIV. And they move forward.

from interviews by Steve Greenberg in *10 Percent*, Summer 1993

If young people manage to get through the maze of finding a job and move into young adulthood, the stakes get higher still, and life seems to get more complex. Yep, more hurdles. Often the world of the single, with all the rites and rituals associated with it—serious dating or, for some, singles clubs and bars, and yet for others marriage and early parenthood; finding one's niche in the "ladder of success or failure" or maneuvering for recognition and place higher up that ladder, and yet for others settling for less than the career or job planned; going through the passage from parental dependence to independence, or, for others, being thwarted or denied that freedom by circumstance; physical and sexual maturation or, for others, not reaching that place and having to deal with the accompanying frustrations; hopefully reaching at least a clear plan for the "good life," with the added dimension of ascesis, discipline and self-control—looms large and heavy. This whole process of maturation—biological development and personality development—from infancy through childhood, adolescence, into adulthood is a "real pain" as the 'unfolding from within' reaches fullness.

In the "Star Wars" trilogy, Luke's rite of passage comes to completion in "Return of the Jedi." He finally acts as a knight...defeats the Emperor...and saves his father, Vader, from the dark side of the Force. Doubtful we need to spell out the psychological analysis one could make of this film (indeed, this trilogy). But it makes for an interesting discussion, or deeper study, to try. (Another approach, though it doesn't suit our purpose here, would be to analyze it from a social/economic/historical equivalency point of view.) That Luke is ***really growing up, maturing, taking responsibility for his own life and purpose, is the point. Young adulthood is that rung on life's ladder where one is supposed to "fish or cut bait."***

Since the Hudson Institute and the Department of Labor created the Workforce 2000 report, we

are half-way-plus through the period where the job market changes were to occur. Over that period the nation was looking toward a Changing Occupational Structure depicted, statistically, on the page following. The projected structure suggests that job prospects for professionals and technical, managerial, sales, and service jobs "will far outstrip the opportunities in other fields." In contrast to the average gain of about 25 percent across all occupational categories, the fastest growing fields—lawyers, scientists, and health professionals—will grow two to three times as fast. On the other hand, jobs as machine tenders, assemblers, miners, and farmers actually decline.... (Luke Skywalker got out in the nick of time!) Are the projections coming true? Let's look at a few of the statistics on the page opposite.

To do more than spark a discussion with today's young adults, give them copies of Christina Duff's **Wall Street Journal** article which appeared on July 28, 1993. In descending order, the article is entitled

. . . Poor Prospects
. . . In a Portland Hot Tub,
Young Grads' Anxiety
Bubbles to the Surface
. . . Twentysomethings Find Life
Bleak as They Sort Mail,
Fret About Their Poverty
. . . 'A Fine Arts Degree? Ha, Ha'

The tub-soakers Duff writes about, a dozen or so men and women in their mid-twenties, "glumly discuss derailed careers, the minimum wage and discarded dreams." Later she writes: "For 'Generation X,' this twentysomething crowd facing a bleak job market and what they believe is little hope of matching their parents' standard of living, youth is a drag They suffer from economic whiplash: They came of age in the ebullient, prosperous 1980s, yet were deposited—pricey college degrees in hand—into the recession-squeezed job market of the 1990s." Says one of the group: "Sometimes I wonder why we haven't all committed mass suicide, because we don't have a hell of a lot to look forward to."

That latter quote became the lead, a week later, of a feature by columnist Mike Royko ("Chicago Tribune" and syndicated) entitled "Time is on side of 'Generation X.' " And Royko starts out with a quiz: "let us have a multiple-choice guessing game. Who said this quote and why?

1. A patient in a hospital...with people who are terminally ill and suffering terrible pain.
2. A very old and feeble person in a crowded and understaffed nursing home, whose relatives never come to visit.
3. A 51-year-old employee of a defense industry company who was laid off from his job several months ago and has a mortgage, two kids in college, and is attending a support group of other jobless middle-age people who can't find work.
4. A black woman living in Chicago's public housing whose youngest child was killed by gang crossfire, talking to another woman whose oldest son is in jail for selling drugs.
5. A bent-backed factory assemble line worker whose house, dog, and all worldly possessions have been swept away by the Mississippi River.
6. A 40-year-old illegal immigrant who hoped to get a job chopping the heads off chickens but has been nabbed and is about to be shipped back to his Third World homeland.

7. A healthy, attractive 23-year-old college graduate who is sitting nude in a hot tub with her handsome boyfriend and eight other naked friends, complaining about how difficult it is for a young person to find a good job these days."

THE CHANGING OCCUPATIONAL STRUCTURE, 1984-2000

Occupation	Current Jobs (000s)	New Jobs (000s)	Rate of Growth (Percentage)
Total	105,008	25,952	25
Service Occupations	16,059	5,957	37
Managerial and Management Related	10,893	4,280	39
Marketing and Sales	10,656	4,150	39
Administrative Support	18,483	3,620	20
Technicians	3,146	1,389	44
Health Diagnosing and Treating Occupations	2,478	1,384	53
Teachers, Librarians, and Counselors	4,437	1,381	31
Mechanics, Installers, and Repairers	4,264	966	23
Transportation and Heavy Equipment Operators	4,604	752	16
Engineers, Architects, and Surveyors	1,447	600	41
Construction Trades	3,127	595	19
Natural, Computer, and Mathematical Scientists	647	442	68
Writers, Artists, Entertainers, & Athletes	1,092	425	39
Other Professionals and Paraprofessionals	825	355	43
Lawyers and Judges	457	326	71
Social, Recreational, and Religious Workers	759	235	31
Helpers and Laborers	4,168	205	5
Social Scientists	173	70	40
Precision Product Workers	2,790	61	2
Plant and System Workers	275	36	13
Blue Collar Supervisors	1,442	-6	0
Miners	175	-28	-16
Hand Workers, Assemblers, and Fabricators	2,604	-179	-7
Machine Setters, Operators, and Tenders	5,527	-448	-8
Agriculture, Forestry, Fisheries	4,480	-538	-12

III. YOUNG ADULTS

Between the ages of 18 and 30, Americans hold an average of 7.5 jobs and gain 8.5 years of work experience. During these early years of work life, people tend to change jobs often; how often depends on their gender, race, and education, according to new data from the National Longitudinal Survey of Youth. The survey is sponsored by the Bureau of Labor Statistics. For more information on aspects of employment of workers aged 18 to 30, see **Work and Family: Turning Thirty—Job Mobility and Labor Market Attachment**, available from the Bureau's Office of Research and Evaluation, 2 Massachusetts Avenue, NE, Room 4915, Washington, DC 20212-0001; (202) 606-7405.

As an aid to children from Spanish-speaking homes, the US Department of Labor has prepared ***Preparando a sus hijos para la universidad*** as a guide to planning for college. A free copy is available from the Office of Planning and Policy, US Department of Education, 400 Maryland Avenue, SW, Room 3127, Washington, DC 20202. An English-speaking version of the guide may be obtained from the Consumer Information Center, Dept. 653Y, Pueblo, CO 81009.

Singles in the Church by Kay Collier-Slone. Washington: The Alban Institute, 1993 (3). Collier-Slone, tapping into the young adult counterculture, which she says is expected to comprise 52% of all Americans by the year 2000, tries to look at the "concerns, needs, and fears of this invisible segment of our society and how [the] church may be ignoring these people of God." Collier-Slone is coordinator of singles' ministry for Christ Church Cathedral, Lexington, KY, and for the Episcopal Diocese of Lexington, as well as in counseling psychology at Union Institute.

"Proceeding With Caution," **Time**'s cover story on the twentysomething generation balking at work, marriage and baby-boomer values. **Time**, July 16, 1991 in its "Living" section.

GENERATION X

Mary Crystal Cage writes, in **Chronicle of Higher Education** (June 30, 1993): "What is Generation X and are America's colleges and universities ready for it?

"The novelists and pundits who have written about the 80 million people aged 11 to 31 can't even agree on what the post-baby-boom generation should be called: the Baby Busters, Generation X, the 13th Generation. Whatever the labels, members of this generation are on college campuses now and will make up the pool of traditional-age college students for the next decade.

"Popular books on the post-baby-boom generation paint a disturbing portrait of young adults who are stuck in low-paying 'Mc]obs,' waiting for the cold war predictions of a nuclear attack to come true, and ambivalent about what to do until the blast."

The sub-heading to the article reads: "The twentysomething generation is balking at work, marriage and baby-boomer values" and then asks: "Why are today's young adults so skeptical?"

With reporting by Dan Cray/Los Angeles, Tom Curry/Atlanta and William McWhirter/Chicago, the **Time** story tries to answer the question.

One sidebar to the story focuses on philosophies of life:

There is no point in staying in a job unless you are completely satisfied:

Agree 58% Disagree 40%

Given the way things are, it will be much harder for people in my generation to live as comfortable as previous generations:

Agree 65% Disagree 33%

Another sidebar focuses on Who Has It Better in These Areas?

	Young Adults today	Young Adult '60s and '70s
Getting a high-paying job	77%	18%
Getting an interesting job	72%	19%
Living in an exciting time	50%	40%
Having sexual freedom	50%	42%
Having enough leisure time	38%	52%
Buying a house	24%	69%

"Young Beyond Their Years" by Kenneth L. Woodward with others, in a **Newsweek Special Edition,** Vol. 114 Winter '89/Spring '90. Woodward, who usually handles religion news, here succinctly discusses how today's adolescents "want to do everything sooner—everything but grow up." Why does maturity take so long? Woodward says it's a "question of cultural values." What adolescents value, he says, are the values adults put into place: consumerism, narcissism and instant gratification of desire.

"The 'X' Scenario of Life," puts Gene Roche, "is: postpone, postpone, postpone."

Turn the page, and learn more—learn the Good News about so-called Generation X...**and** learn the Bad News about them, sifted from the various reports about the group of young adults as Roche and his colleagues put it all together. This may help parents of Generation Xers, or potential employers, gain a little understanding. Boomers this generation is not, and should not be expected to be.

At the bottom of the page, add to the lists, both lists. Or after you've scrutinized, maybe you want to cross out some of the observations, or debate them. Compare notes with friends, with colleagues. And don't be afraid to discuss...with Xers themselves!

GOOD NEWS	BAD NEWS
• physically fit, health conscious • not major drug users • reasonably intelligent, eager to learn process, procedure, technology • quantitative, mathematical, technical abilities • knowledge of French or other language • generally tolerant of others • less sexist (?) • can accept 'no' when ideas are rejected • value integrity (vulnerable) • apolitical/conservative • masters of recreation • well-groomed and know how to dress	• difficulties in dealing with failure, making mistakes • politically naive • do not easily defer to experienced others • think they are better oral/written communicators than they are • limited 'square one' research skills • susceptible to emotional blowouts and crisis • often feel stressed and overworked • vulnerable to depression • can survive on marginal existence—have safety nets • primarily 'external' learners Turn the page and compare Boomers with "X"-ers!!! Want to add anything? Subtract anything?

"BOOMERS INTERFACE WITH	INTERFACE WITH X's"
Love adventure, independence, risk	Love information, process and facts
Can work with general goals/direction	Work best with specific concrete goals
Want to be 'artists' at what they do, value creativity	Want to be experts at what they do, value systems
Can live with ambiguity, multiple answers	Expect the right answer, standards, clear procedure
Enjoy moderate stimulation—medium speed clocks	Crave high stimulation—fast clocks
More self-directed "my way"	Like guided practice supervised by organized people
Comprehend concept of "paying dues"	Already believe they have "paid their dues"
Cynical—believe system works some of the time	Naive—assume there is a system and that it always works
Distrust authority—but can be forgiving	Trust authority—find it hard to forgive
Want ideas acted on	Want ideas heard
Expressive of personal feelings	Secretive of personal feelings
Give off warning signs/complain	No warning signs—blowup, breakdowns, crisis, quitting
Write, speak and conduct self-directed research well	Perceive themselves as having a higher level of communication and research skills than exist
Loathe evaluation	Love evaluation
Can be suspicious of culture, corporate ideology	Demand culture and corporate ideology
'Intuitive' concept of team	'Process' concept of team
Often liberal in outlook and possess a sense of politics	Often conservative in outlook and apolitical
Many heroes	Few heroes
Always valued travel	Are rediscovering travel
Conventional religious belief or none	Fascination with supernatural, mysterious and unexplained
STRESSED	STRESSED

"What 25-year-olds Want" by Alan Deutschman, is **Fortune**'s cover story on the baby-busters. **Fortune**, August 27, 1990 in its "Managing" section.

Deutschman, along with reporter associate Deborah S. Cooper, contrasts the baby busters with the workaholic yuppies preceding them. "The new crew have been known to turn down big promotions or quickly to acquire clout and then give it all up for leisure." These are employees, Deutschman remarks, "who can say 'no.'"

Have you read "one of the most successful of the post-boom novels," Generation X by Douglas Coupland? You probably won't like it. You likely won't really understand it. But if you want to begin to understand young adults, you'd better do more than try to write off this novel.

Dag, a very angry and hostile young white male, sits casually on the trunk of an Aston Martin convertible and repeatedly places the lighted end of a cigarette on the cloth roof. Finally, the cigarette burns through and flames consume the vehicle.

Why, asks Mary Crystal Cage, did Dag do it? He resents people who brag about spending their children's inheritance. He has no qualms about vandalizing their property; in fact, it's his hobby. Hence "a dazzlingly expensive racing green Aston Martin" with a bumper sticker saying "ASK ME ABOUT MY GRANDCHILDREN" was a primary target.

There is validity in the portrayal of post-boomers as drifting and unfocused. That's why college students and recent graduates should read Generation X. "People who haven't read this book should--and then perhaps question the way they're living their lives."

If you can handle the language (the language of four-letter words does not have the intensity and negativity of meaning, so don't expect "darn," "drat" or "pooh"), try Douglas Coupland's **Generation X**, or his **Shampoo Planet**. Michiko Kakutani said, in **The New York Times**, that Coupland has "established himself as a kind of spokesman for the post-baby-boom Generation that grew up on Watergate, disco music and recession. As portrayed by Mr. Coupland, Richard Linklater (the director of the cult film "Slacker") and others, it's a generation of cynics, nihilists and lost souls, a generation of mall rats, computer hackers and channel surfers, a generation in Mr. Linklater's words, that boasts of its 'total nonbelief in everything.'"

(You might find it helpful to see the Kakutani review of Coupland's latest book, **Life After God** (Pocket Books) in the **Times**, March 8, 1994 in "The Living Arts" section.) If you don't feel strong enough to read Coupland, try some of these: "**X Marks the Angst**" by Michael Neill and

Nancy Matsumoto in **People**, October 14, 1991 (p. 105); **"Undergraduate Cultures"** by Helen Lefkowitz Horowitz in **Change**, September/October, 1993 (p. 62); **"The Twentysomething Myth" by Alexander Star in** The New Republic**, January 4&11, 1993** (p. 22); **"Puberty Blues"** by Victor Dwyer in **Maclean's**, August 24, 1992 (p. 60).

You also might want to try forcing yourself to see Ben Stiller's "Reality Bites," because it's a film with a breakthrough script (by Helen Childress) that really seems to speak to this Generation X. **Details**'s Ryan Murphy (April 1994) says it's a project that "actually spoke to [the] generation, not down to it. The characters are disillusioned, yes, but they also blend humor with pathos and hold onto their dreams of not selling out." Murphy goes on to say: "Producer Cary Woods has two projects aimed at Xers due out this year: the college love-triangle drama *Threesome* and the Marisa Tomei summer-release *Just In Time*. According to Woods, Hollywood may have discovered what this audience wants; not high-concept escapism."

"Reality Bites" didn't fare well at the box office, and might not be around when you hunt for it, but perhaps one of the other Cary Woods' projects will. Again, we warn you that these films are graphic in sight and sound, so.... (By the way, **Details** is one of those magazines we told you to look into. It was named **"Magazine of the Year"** (article by Scott Donaton, Gary Levin and others) by **Advertising Age** (February 1, 1993), and the article ties the magazine to Generation X and notes its three-fold increase in circulation in just a year. So much for what Generation X reads. For music, with some extra tidbits thrown in on jobs, try **"Do You Hear What I Hear?"** in **Newsweek**, feature by J. Leland, January 27, 1992 (p. 56).)

"'They want honesty,' says Woods. "'They don't like fluff, they don't like pretentiousness, and they don't like formula. They can *smell* something being sold to them. More than any other generation in history, they want to discover something.'"

"Irony is the only defense this generation has against the commodification of their culture."

Ben Stiller, whose first film, "Reality Bites," seems to speak to Generation X, talking about his generation. (See the "review" feature in the March 4, 1994 issue of Entertainment Weekly.

"The Brash Pack: How to manage the twenty-something generation," by Katherine Ann Samon, in **Working Woman**, August 1990. Headlines for the article read: "The new crop of employees—the baby busters—have an attitude. They want access, authority and answers—and they want it all *now*. How do you keep them in line but still let them shine?" [Even the article headlines are telling!]

The baby busters now going into the job market are accused of arrogance and audacity. Samon says that behind this are crucial demographic, economic and cultural factors that are key to dealing with the generation, and she sets out to explain such factors. Try a few other articles to get a deeper feeling: **"Generational Tension in the Office: Why Busters Hate Boomers"** by Suneel Ratan, **Fortune**, October 4, 1993 (p. 56); **"Generation X: Save, Baby, Save"** by Justin Martin, **Fortune**, Autumn 1993 Special Issue (p. 127); **"A Word of Stern Comfort to**

the Hopeless Souls of 'Generation X'" by Link Byfield, **Alberta Report/Western Report**, August 9, 1993 (p. 2); **"The Media Wakes Up to Generation X"** by Scott Donaton, Gary Levin, and others, in **Advertising Age** (p. 16); **"Get Ready for 'Generation X'"** in **Advertising Age**, November 9, 1992 (p. 21); **"Move Over, Boomers"** by Laura Zinn, Christopher Power, and others, **Business Week**, December 14, 1992 (p. 74)

Persons with more access to college counselors or college/university libraries might have any easier time searching out several other articles helpful to putting together a broader base of understanding of current young adults:

"A Brave New Darwinian Workplace," by Stratford Sherman, in the January 25, 1993 issue of **Fortune** will not be very hard. The article's lead strongly hints what is to follow: "Forget old notions of advancement and loyalty. In a more flexible, more chaotic world of work you're responsible for your career. For the adaptable, it's a good deal." Or how about this textual sidebar: "People ages 50 to 60, though still energetic, are being passed over, pushed out, or shot with the silver bullet of early retirement in extraordinary numbers...While Generation 13, the 80 million people born between 1961 and 1981, will continue to scramble for the baby-boomers' meager leavings."

"Generation X" by David Cannon, leads off the Winter 1990 (Vol. 3, No. 1) issue of **Career Waves: Leading Ideas for Career Development Professionals**." Cannon also is featured with **"Generation X: The Way They Do the Things They Do"** in **Journal of Career Planning and Employment**, Winter 1991 where he takes a "view of 'our' world from 'their' perspective: the new generation now in college and more culturally independent than any before." And, not to focus on a single writer (though he is credited with naming Generation X), Cannon writes the last of a three-part series on **"Generation X—Practical Applications"** in the same issue of **Career Waves.**

"Psyches will stretch to new levels of tolerance, but many will crack. The sense of fin de siècle apocalypse will destroy many. Although Generation X is much criticized, I feel it's only waiting, looking around. It is a good generation. Out of the ashes will come new 21st-century life."

Oliver Stone
Director of Heaven and Earth

"Listening to Young Adults: A Sabbatical Report" by Jerie Smith appeared in the March 1993 (Vol. 10, Issue 3) issue of **entre** (no longer being published). A copy of this article is included in the Vocation **Basic Resource Packet** available from the Division of Education and Publication, UCBHM (1).

13th Gen: Abort, Retry, Ignore, Fail? Neil Howe and Bill Strauss (Vintage, $10). **Entertainment Weekly** reviewer Sharon Isaak, in the May 14, 1993 issue, wrote: "This is an elaborate cultural study of those unfortunate souls born between 1961 and 1981, the 13th

generation descended from the founding fathers. Although baby boomers dismiss '13ers' as a pack of impatient, lazy whiners, the authors argue that political and economic circumstances will force them to become a clear-thinking, take-charge crew of leaders. The book is logical and often perceptive" Isaak notes, though perhaps not especially revelatory ("You'll feel as if you've read everything in it somewhere else before." But it's helpful to have it all in one place!). She's concerned about the "scattershot presentation—with quotes running down the margins and e-mail messages by 25-year-old Iam Williams 'crashed' in throughout," perhaps giving some people a "boomer of a headache." We found it worth a couple aspirin/tylenol/advil/take your pick!

"Boomers' kids face job shortages" by Judy Ernest, from her **Boomer Report: Midlife Memos,** appeared in **The Cleveland Plain Dealer** Living Department September 5, 1993. Ernest is executive director of the Boomer Institute, a Cleveland-based organization that researches, tracks and interprets baby-boomer trends, officed at One Erie View Plaza, 7th Floor, Cleveland, OH 44114. The article is reprinted (on the page following) by permission of Judy Ernest.

Many boomers avoided growing up by staying in school. In the '60s there were those who avoided the draft by getting more education or by becoming teachers.

Now their children are delaying growing up again. This time, however, it's the economy rather than the war that is the culprit. But here's the rub: They would like to be working but often can't find jobs.

Raised in a dual-career affluence, twentysomethings are finding it hard to replicate the lifestyle to which they have become accustomed. Kids who sport designer T-shirts, expensive sneakers and their own credit cards have something in common with the lifestyle of their Depression-era grandparents. They are learning to use coupons for grocery shopping, the library for free video entertainment and secondhand shops for clothes.

While some "Generation X" members (ages 18-28) have jobs with high salaries, many are working for minimum wages. Those with degrees from first-rate colleges are shocked to find the job market so dismal. The outlook is not expected to improve soon, According to the Bureau of Labor Statistics, from 1990 to 2005, nearly 33% of college graduates will take jobs that are close to minimum wage and don't require a college degree. Most of these will be jobs in fast-food restaurants and as clerks in stores or offices. That's nearly double the percentage from 1980, when 19% of college grads had menial jobs or were unemployed.

The service sector, with typically lower-paying positions, employs more than 32% of the work force, while the higher-paying jobs in manufacturing have decreased to 20% from a high of 35% in 1970.

It's frustrating to parents who worked so hard to provide the bucks for an education, and to students who worked hard getting good grades. Grades, it appears, have little bearing on the situation.

A 4.0 average no longer guarantees that a student will be snatched up by a college recruiter. The companies that traditionally visited college campuses to find the best and the brightest are the same companies that have been shrinking in the past several years. IBM, the largest recruiter during the '80s, didn't show up on most campuses this year. Many of its recruiters were given pink slips along with thousands of others at the firm. As a result, young people with degrees are settling for less than they bargained for, but often in a setting where the college atmosphere can continue. Some take their degrees and become waiters in a beach area or desk clerks at ski resorts.

Clay Barnard, director of career planning at Case Western Reserve University and president-elect of the College Placement Council, which monitors statistics on offers made to college graduates, sees a decline in traditional jobs. "For many years engineering dominated campus interviewing," he said. "In the 1980 salary survey by the council, close to 11,000 offers were made nationwide to students in mechanical engineering. In 1992, there were just 1,700 offers."

Barnard said it is taking students much longer to find jobs, often two to three months after graduation, even if they started their job search a semester before getting their degree. "This change is permanent, not cyclical," he added. "I still think that education is the best investment, but patience is critical for today's students. It will pay off, but graduates must be willing to accept short-term jobs and piece together part-time jobs in many instances."

Barnard also recommends working on basic reading, writing and educational skills during down times "so that when opportunity comes along, graduates are really ready to grab it."

The opportunities appear to be in small companies rather than large ones. On-campus interviews, usually done only by bigger firms, declined 25% from last year, he said. In the last four years students have taken employment with small- to medium-size companies, ranging from 5 to 75 employees. Salaries in smaller companies are often less than those in larger ones. Barnard offers this advice to students who are already in college; If you're interested in employment, get into cooperative education and gain experience in a field to get a toehold into a career. If you do a good job, you may get hired upon graduation. Establish your own internship if your college doesn't have a program by offering to work for a company for minimum wage during the summer.

Many students are simply buying time by going to graduate school. The problem is that the situation isn't expected to improve and they may be overqualified for the job market. The result is that the recession-plagued '90s will spawn new businesses. While larger businesses declined, smaller businesses grew in 1990 and held their own in 1991. During the '80s it was women who led the pack in starting businesses. In the '90s it will likely be enterprising twentysomethings who create businesses to give themselves the jobs that large companies no longer offer.

BOOMERS' KIDS FACE JOB SHORTAGES by Judy Ernest BOOMERS' KIDS FACE JOB SHORTAGES by Judy Ernest BOOMERS' KIDS FACE JOB SHORTAGES by Judy Ernest BOOMERS' KIDS FACE JOB SHORTAGES by Judy Ernest

TRANSITION FROM CAMPUS TO EMPLOYER

Several years ago the Glenview Community Church in Glenview, Illinois instituted a half-day seminar for college juniors and seniors to discuss the transition from campus to employer. They discovered the optimum time for the seminar is the Saturday after Thanksgiving starting with lunch--more students are home during the shorter recess, parents can attend on Saturday, and the students will get out of bed for a free lunch!

Some dimensions of the meeting, wrote Carl Strub, former director of work ministry at the UCC church, were these:

- **A. The world of college recruiting is discussed: scope, purpose, opportunities and limitations, and how to find the recruiting office.**
- **B. The CPC Annual as well as other useful data is distributed.**
- **C. Strategies for handling interviews are discussed.**
- **D. Outside resources such as guidance counselors, employment managers, etc. are invited.**
- **E. If you can, also invite high school seniors and their parents, in addition to college families.**
- **F. As much of the work culture change is discussed as seems appropriate. In particular, the need for students to accept responsibility for their own career development is stressed.**

Though not terribly successful, Glenview tried to open the meeting to the community through other churches. The small cost ($10 per family) helped them pay for the distributed material and the speaker's fee.

Build on this idea. Modify it for your own community/church. If you come up with a variation, or a new approach, share it with the Vocation Working Group.

Check out **The Mentorship Guide: A directory of Advisors and Resource People in Social Change** put out by Student Pugwash USA, 1638 R St., NW, Ste. 32, Washington, DC 20009; (1-800) WOW-A-PUG) (students). $6.00. This first edition of **The Mentorship Guide** was published in January 1992. It is a compilation of nearly 200 professionals who are anxious to speak with and advise students and recent graduates on career alternatives that integrate academic interests with social and humanitarian concerns.

PARENTING

If there is one first and primary thing to say to parents, it's this: Understand that parenting itself is a vocation! It's a calling of the highest priority. Parents are called upon to hold down at least ***two rather full-time roles at the same time,*** and they often face problems keeping both of these roles balanced as their children are growing toward maturity. The children need, and demand, time and counsel, at the same time parents' own vocational choices and decisions result in work demanding its time and effort as well.

If children criticize parents (**and they do**, just like their parents did with their own parents before when they were children growing up), more often than not such criticism focuses on: you just don't give me time; you just don't understand; you're always so busy you can't....

The inability to handle the balancing role act never seems to change. Even those parents who seem to give and give and give, who try so hard to listen and understand, rarely escape the accusation at some point in time as the children grow up. Or they get accused of trying to mold or force their children into career paths their children don't really want or feel unqualified for.

The mirror images of this real-life drama are on television virtually daily. Check out the conversations of both parents and children, on diverse TV programs such as "90210," "Mama's Family," "Empty Next," "Full House, "Roseanne," and the list continues.

As well, parenting comes in the rainbow hues of diversity. That diversity of parenting situations creates its own dramatic differences in need for concern, care and support. Not every household is made up of father, mother, and 1.2 children (the wonderful—**fictional**—"average American family"). Increasingly parenting contenders to be reckoned with are: the single parent (mother ***or father***); the two-career household (mom at home cooking, cleaning, washing and ironing, in many households, is an anachronism); gay or lesbian couples doing parenting. Each of these parenting situations has its own unique set of demands and its own unique problems. All need support, but not always the same kind of support.

(If you want to try your hand at role playing, try being the person—or congregation—who/which wants to be helpful and supportive to:

1. The father in the motion picture "Kramer vs. Kramer."
2. The father, or the mother, in "Mr. Mom."
3. The mother in "Alice Doesn't Live Here Anymore."
4. The gay dads, Arnold and Ed, in "Torch Song Trilogy."
5. The mother in "Men Don't Leave."
6. The dads (Martin and Morano) in "Parenthood."

As if rearing children weren't enough of a vocation, the closer children get to working seriously toward their own careers (or faltering, postponing, avoiding, lacking seriousness about a choice), the more demanding upon parents to know the roles they should, and can, play in preparing children for career choices and vocational development. Do too little; get blamed. Do too much; get blamed. Act without adequate or realistic information; bollix the job of helping. The whole process of children choosing careers can be as traumatic for parents as for the child they are trying to aid and support.

"The nineties are a time of the world giving birth to new ways of doing things--and the hope of [what] will come out of all that pain: Will people get fed up with warring tribalism within nations and governments and turn to a new prizing of unity--through religion and faith? Will people get fed up with past anger and turn to new prizing of forgiveness? Will people get fed up with the present turmoil in the job market and turn to a new prizing of simplicity of life and spirit? The nineties will be remembered for both: the pain and the hope."

Richard Bolles
Author of <u>What Color Is Your Parachute?</u> (Ten Speed Press, 1993)

Susan Yarrow Morris, of the Vocation Working Group, writes: "Family systems analysts and therapists can help us understand the context of the family as it relates to vocational understanding and choice. The shaping of a person's hopes and dreams, plans and meanings occurs earliest and most profoundly within the family system. As a person gathers data about her/himself and the world about her/him from the beginning, the process of assimilation and/or emancipation unfolds. For example, a young child watches her father return home from work at 6 p.m. night after night, year after year, exhausted and irritable because 'it was a rotten day at work.' She learns much by this nightly ritual, such as work = hard = tired = grouchy. She also learns that the role of the rest of the family members is to cheer him up after work. She might begin to understand work as a necessary part of life but an unhappy one, and without choice or possibility of change. Slowly but surely her own consideration of vocation as call is very much impacted by these ordinary daily experiences..."

"Excellence in parenting and education of children are vital to the very survival of our nation and are inextricably entwined. Excellence in public school education is an empty dream for youths who go home each afternoon to families where literacy is neither practiced nor valued."

...<u>A.L.L. Points Bulletin: Adult Learning & Literacy</u>, December 1993 lead feature on nurturing learning, nurturing children. (Division of Adult Education and Literacy, Office of Vocational and Adult Education, U. S. Department of Education, Washington. DC 20202-7240. Subscriptions free of charge upon request to above address, or telephone (202) 205-8959).

Few congregations create, or even know how to create, a context in which supporting and mentoring in these situations is both natural and ongoing. We see all these situations, usually, as "personal" and "private," not to be touched unless specifically asked. We expect to be told—pastors and congregants alike—"How I raise my children is none of your concern." Well, isn't that a natural response? If a congregation's ongoing program, its teaching and preaching, don't include natural and open ways and arenas to talk about concern issues, problems, offer counsel, give-and-take, a sudden influx of unasked-for advice ***is an intrusion, not matter how well-intended.***

But what if a congregation:

- provides mentors for parents as they act out their roles as parents?
- provides marriage enrichment/committed relationship seminars/workshops; within this arena, the topic of LIFE/work, the meaning of vocation beyond job, and gender-related topics can be used as themes for a series or weekend model?
- regularly provides, like enhancing the roles of godparents, mentors for children (what would it be like, even, if the church kept a list of adults who would let youth "tag along: for a day/week to witness what work they do?) who want vocational support from adults other than/in addition to their own parents?
- provides adult education programs that offer information and develop skills in helping children explore their own vocations?
- provides on-going educational activities and individual support for parents in understanding their own values concerning vocation and in identifying the ways in which they transmit those values to their children (what messages are we giving to children/our children about work?)?
- provides support groups for parents as the parents' children face transitions related to their vocations—i.e., choosing a college or a job, moving back home after graduation, etc.?
- provides accurate and updated written and audiovisual materials on vocations and vocational development?
- sponsors and provides family enrichment ministries; in intergenerational workshops or retreats, the topics of vocation, or passion and gift-claiming, of God's call to life-giving can be intertwined with communications, conflict resolution and values clarification?
- provides for asking older adults in the congregation to allow themselves to be interviewed by younger children, inviting stories of "how it was when I was growing up and how I chose my work and what I loved about it (or hated!)" among the other information which would be more traditionally related to their lives of faith? provides "elders" to share: how did you celebrate holidays? did you get an allowance?
- provides a Job Bank for all members, not just youth, listing job/work possibilities within the congregation, or known to members of the congregation—everything from raking leaves and mowing lawns to vice-president of the local bank?
- provides a time for youth, of all ages. to work through with grandparents, the "**Grandparent Book**" questions (see pages following)?

What do we have now that you didn't have when you were little?
What did you have when you were little that we don't have now?

BIG EVENTS OF YOUR LIFE...
What was the most exciting thing you remember?
The funniest? The saddest? Most dangerous? Proudest?
What was your most embarrassing moment?
What work have you done, what were the hours, and how much were you paid?
What big personal changes took place in your family?
In your home? **Your job?** Your friends? Your marriage?

YOUR VIEWS AND FEELINGS...
What were the best books you ever read?
What were the best movies?
What causes did you feel really strong about?
What are some of your favorite sayings?
What are some of your favorite jokes?
What political party do you belong to?
What are you most proud of doing?
What are your religious beliefs?
What part of being Grandma/Grandpa do you like best?
What did you lean in your jobs?
What did you like doing most in your jobs?

THE GRANDPARENT BOOK
by Karin Watson, Parent Educator and Member
Plymouth Congregational Church, UCC, Seattle

Questions to ask Grandmothers and Grandfathers so that Personal Family Memories can be Saved.

WHEN YOU WERE BORN...
Where were you born?
In what city?
On what date?
Who was the doctor?
What is your full name and how was it chosen?

WHEN YOU WERE LITTLE...
Where did you live and what did your house look like?
Who was your best friend and what did you do for fun?
What was your school like and did you like your school?
What was your best subject and what was your worst?
How many sisters and brothers did you have?
What games did you play together?
Did you have a nickname?
Did you have any pets and what were their names?
What was your favorite toy?
What was your favorite radio program?
What foods did you like best and what was a real treat?
Were you ever sick?
What did you want to be when you grew up?
If your family went on an outing, what would you do?
Did you or your family speak other languages?
Do you remember how much any of the following things cost? Gasoline, clothes, food, books, or toys?
Did you get an allowance?
What did you enjoy doing most of all?

ABOUT YOUR PARENTS...

Where were they born and how long did they live?
What kind of work did they do?
What was your Mother's maiden name?
What do you remember most about your Mother and Father?
What is the most important thing your Mother and Father taught you?
Did you ever get spanked?

WHEN YOU WERE GROWING UP...

How late could you stay up?
What chores did you have to do?
When you had money, what kind of things did you buy?
Did you ever see or meet anyone famous?
Who were your idols: actors, athletes, authors?
Did you ever have a big fight or argument? With whom and about what and how did it end?
What were your favorite songs?
Who was your favorite teacher and why?
What card games did you play?
What was the hardest part about growing up and what was the best part about growing up?

WHEN YOU GOT MARRIED...

How did you meet Grandfather? Grandmother?
What was he/she like?
How old were you when you met and what did you say to each other?
Where was the wedding, and what did you wear?
Who was there and what gifts did you get?
What do you remember best about the courtship?
Where did you first live and how much did you pay for it?
What kind of car did you have?
What did you do for fun?
What is your favorite recipe?

ABOUT MY PARENTS...

When was my Mother born? my Father born?
Who was the doctor?
How did you decide on her name? his name?
As a little girl, what was her favorite food? her favorite game? As a little boy, what was his favorite food? Favorite game?
What was my Mother like as a little girl? My Father as a little boy?
Did she/he ever get in trouble?
What was her/his nickname?
What chores did she/he do? Did she/he like doing them?
What were her/his good habits?
What did she/he want very badly that you didn't get her/him?
Did she/he have a pet?
How did you meet your future son/daughter-in-law?
How did you feel?
Tell me about my parents' wedding.
How did you know when I was born?
Where were you and what did you do?
Did you like my name?
What did you think when you first saw me?
What did you give me when I was born, before and after?

HOW TIMES WERE DIFFERENT THEN...

What was different when you were a child?
Entertainment...Toys...**Chores**...Shopping...In the Street..In House...Transportation...Money...Travel...Cooking?
Food...**Work or Jobs**...Clothes...Cleaning...Family....

IV. PARENTING

The Public School and the Education of the Whole Person by Mary Caroline Richards. New York: Pilgrim Press, 1980. "Education in the schools as well as education in the home, church and community is under critical examination. To meet the urgent needs of all persons, especially those of children and youth, the church is called to the renewal of a long standing commitment to security for each child of God that education which will full develop his or her capacities and which will enable that person to serve as a responsible person in the common life." The cooperative effort of school, home and church to children is laid out here by a former professor of English.

If you read a lot of magazines—and we do—you've probably noticed a lot of articles over the last couple years about the "parenting" being done by grandparents. **U.S. News & World Report**, in its December 16, 1991 issue, called them "Silent Saviors," noting that "millions of grandparents have stepped into the breach to rescue children from faltering families, drugs, abuse and violent crime." These grandparents aren't just mentoring; they've become parents again. And it's no easy task, legally, physically, emotionally.

This new trend is getting a lot of attention these days—grandparents raising grandchildren—and the phenomenon is so prevalent that organizations and newsletters are springing up to help with family dynamics shifting in response to this social change in the country. The phenomenon is two-edged: one reason grandparents are raising grandchildren is because of "parent failure" as we mentioned **U.S. News** points out; another reason, however, is that parents can't fulfill their roles because they have to work, either as single parents or because both parents are breadwinners.

Vital Connection: The Grandparenting Newsletter is the newsletter of Grandparents Raising Grandchildren, dedicated to helping grandparents who find themselves in need to guidance, assistance and support as they rear their grandchildren. Contact for the group, brought to our attention by Edie Sanders of the Vocation Working Group, is Barbara Kirkland at P. O. Box 104, Colleyville, TX 76034; (817) 577-0435.

The December 1990-January 1991 issue of **Modern Maturity** features an article on "substitute parents" titled "**Unplanned Parenthood**" by David Larsen, retired reporter with the **Los Angeles Times**. This issue of **Modern Maturity** includes a listing of resources and support groups for both custodial and noncustodial grandparents which is well worth noting and, if the need arises in your congregation, contacting some of these support groups.

Though we do not want to confront the issue, increasingly teen parenting brings responsibilities many of our young people are not prepared, emotionally and in other ways, to handle. And though they will undoubtedly no longer be teens when they must counsel their own children, how early parenting affects their own jobs/careers is of major import. The National Center for Research in Vocation Education has two resources which may prove helpful if this is a concern: "**Teen Parents: Selected Resources for Vocational Preparation**" by S. C. Kallembach, M. Coyle-Williams and M. Glaeser (MDS-110, August

1990. $4.50). In July 1992 **"Teen Parents: Selected Resources for Vocational Preparation"** Vol 2 was issued, done by Kallembach, Z. Burac, Coyle-Williams, J. Benesh, C. Cullock and L. Iliff ($7.50).

The concept of mentoring is explored helpfully in Edward C. Sellner's **Mentoring: The Ministry of Spiritual Kinship** (Ave Maria Press, P. O. Box 428, Notre Dame, IN 46556-9921; 1-800-282-1865) at $5.95. Sellner's contribution to understanding spiritual direction defines mentoring not as a profession, but as a calling and a gift that is more common than perhaps previously thought. Mentoring, he says, is a form of love, a mutual relationship in which one spiritual friend helps another encounter a deeper self and enrich his or her relationship with God. He explores the subject by drawing on his own experiences, the Celtic concept of the soul friend, the letters of C. S. Lewis and the importance of dreams. With mutuality, reciprocity and friendship, mentoring becomes a form of ministry.

Education and career opportunities for teen parents are drastically limited because of untimely parenting. The first resource guide, intended for administrators, teachers, and others serving teen parents, contains relevant publications, agencies, organizations, clearinghouses, computer-based information networks, and newsletters. The second volume, in order to avoid duplication, omitted many entries included in the first volume, so having both volumes is handy. Order from NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455; (1-800) 637-7652; fax (309) 298-2869.

If you are at the local library, you might also take a peek into Dr. Wayne W. Dyer's **What Do You Really Want for Your Children?** (Avon Books, 1985). Good question, helpfully asked and helpfully answered.

Audio-Visuals

"Love Makes a Family: Gay Parents in the 90's," a new video by Remco Kobus, Marla Leech, and Daniel Veltri. 16 minutes. Order No. LL-116. Fanlight Productions, 47 Halifax St., Boston, MA 02130; (800) 937-4113. Video Purchase $195; Rental $50; Shipping $9.

Our concepts of what a family is have been undergoing radical changes in recent years. If the image of the hardworking husband with his nurturing, housekeeping wife, and their 2.4 children, dog and station wagon every really was the norm, it is no longer. More and more women are working, more men are getting involved in homemaking and childcare. Many parents are having fewer children, or are having them later in life. A great many more children are growing up in single parent families. And we are learning that some families are, and probably always have been, composed of gay parents and their children.

In this video documentary, we meet a lesbian single mother who shares parenting with the gay man who is the father of her son; a lesbian couple, one of whom is deaf, who care for the children of one of them by a previous marriage; and a gay male couple who have adopted two sons. Each has had to work out how to explain their non-traditional family structure to

their children, to teachers, friends and extended family. Openness with children and society seems to be key to the best parenting.

"We Are Family: Parenting and Foster Parenting in Gay Families," produced by Aimee Sands in association with WGBH, 57 minutes. Rental $75. Filmakers Library, 124 E. 40th St., New York, NY 10016; (212) 808-4980. Special Jury Award, San Francisco Film Festival, 1988.

Takes a look at what life is really like in gay families, with the focus on parenting and the well-being of children. In one family, two gay fathers tell of their efforts to create a secure environment for their 16-year-old foster son who was on the road to delinquency. In another household, two lesbian mothers have helped their adopted 11-year-old boy overcome the emotional trauma of disability and early neglect. In the third family, we hear how two adolescent daughters have accepted their father's homosexuality. How do non-traditional families affect children? Is there a risk of sexual abuse? Will the children be raised to be gay themselves? What about gender role models? By seeing how much these parents have to offer their children, we realize that good parenting is independent of sexual orientation.

A WORKSHOP: In LIFE/work planning process

by David Royer

[David Royer and Susan Morris are former campus ministers at the University of Washington. While engaged in this ministry they developed a number of models for workshops—with students, with folk in mid-career change, with those re-entering the job market after having been away for some years. They also developed other models which translate the LIFE/work language back into the language of faith (see accompanying article on "Theological themes shown in LIFE/work design").]

The basic outline for all of our LIFE/work Designing Workshops follow the usual "Quick Job Hunting Map" format:

I. Introduction

Basic framework for thinking about LIFE and work. We do not need to perceive ourselves as "victims" who are powerless. We cannot plan our whole lives, but we can organize our luck and develop alternatives—Plan A and Plan B.

II. WHO AM I in terms of "WHAT" I enjoy **doing** and **learning**? The key to finding a job, choosing a major, deciding on a direction in your life, and being satisfied with who you are and what you do, IS REMEMBERING AND IDENTIFYING your skills and enjoyments. Each human being has 500 to 700 identifiable skills. Each of us needs to discover WHAT our skills are and WHICH skills we enjoy.

THINGS I CAN DO: Keep a journal each day. What did I enjoy doing today?
Write up things you **did** which gave you a sense of achievement or self-satisfaction. Ask friends or parents about what things they perceive you do especially well or seem to enjoy.

III. WHO AM I in terms of "WHERE" I enjoy **being**?

It is important to **FOCUS** on the **people**, the **environments**, the **goals/causes**, the **roles**, the **expectations** which enable me to be me!

THINGS I CAN DO: Again, keep a journal! Who was it fun to be with?
What is important in life for me? Investigate possible life commitments by doing volunteer work!

IV. WHO AM I in terms of "HOW" can I discover new alternatives for LIFE and possible work?

It is possible to make your own contacts and to **research** your own alternatives about possible futures. Your friends, your parents, family friends are the best experts to hep you **IF** you are in charge of the **interviewing** and **research**.

THINGS I CAN DO: Do one interview each week about possible futures.
Volunteer or begin **now** taking jobs which give you a clearer view of the world of work.

V. LIFE-LONG QUESTIONS

Am I doing what I really enjoy?
Am I doing what I want to do or what someone else wants me to do?
Is what I am doing or studying enabling me to meet my goals?
Am I honing up skills of my choosing?

Other resources which may be helpful to YOU:
Bolles, Richard Nelson **Three Boxes of Life; What Color Is Your Parachute?**
Both published by Ten Speed Press, Berkeley, CA

The model we have used with **local congregations** is designed for a two-day weekend, possibly extended to begin on Friday evening. We set the context by placing our work in the images and language of Ephesians 4, Joshua 21 and Genesis 1 and 2. The themes are obvious: a community of gifts, speaking the truth in love, recital, pilgrimage, covenant, choice, the goodness of creation, being clear about God's activity and setting of ultimate goals. Our style has been to use the usual exercises and experiential materials from our course, and then to use the biblical and faith themes for reflection on those experiences.

With **dual career couples** in covenanted relationships, much the same style is used. However, even beyond the above, we also include communications, values and time use, roles and expectations and negotiation exercises which we have used in our marriage preparation and enrichment programs. While much of the weekend is used to develop individual clarity, we save as much time as possible for couple goal setting and decision making. Our assumptions for this dual career model are: 1) In a covenanted relationship, it is possible to develop a common life and vision where both my vocation and yours are supported and where patterns of work, education and future can be fulfilling to both. 2) For a common life to develop, both need to be clear about their commitments to one another, to their vocation. Each needs to know what their vocation means to their partner, and to know what else each may need. 3) Covenant life opens us to vulnerability. Both partners should clarify what is negotiable and how negotiation can be done openly and creatively to achieve wholeness.

Theological Themes Shown in LIFE/work Design

by David Royer

Those of us who have related to the National Career Development Project [created within United Ministries in Higher Education] have worked action style, focusing on practical advice and techniques proven over many years. We, or at least I, have spent much less time and energy reflecting on how this work is connected with themes of our faith, the Church and the biblical tradition.

But, the phrase used by one of the young men in evaluating his experience at our workshop, "God doesn't make junk!," has helped me to reflect a bit on the action of the last decade, on the themes in vocational and career counseling. I believe that the success of the National Career Development Project, the success of Bolles' work, is at least partially based on its groundedness in the faith tradition. I see that clearly in the universal themes reflected in its assumptions. These tentative comments are how I am beginning to ground my work.

SOME FAITH THEMES

1. GOD DOES NOT MAKE JUNK. FURTHER, GOD MADE ME, AND NOT, GOD MADE ME TO BE MISERABLE! AT THE HEART OF LIFE/WORK DESIGNING IS THE AFFIRMATION THAT GOD'S CREATION IS GOOD. AS A PART OF GOD'S GOOD CREATION IS HUMANKIND WITH ALL OUR STRUGGLES AND FOIBLES AND WEAKNESSES. IN THE MIDST OF CREATION WE ARE CALLED TO RESPONSIBILITY, TO WORK, TO NAMING, FOR STEWARDSHIP, FOR JOYFUL AND CREATIVE INTERACTION. AFFIRMATION OF SELF HELPS US CONSIDER OUR RESPONSE TO GOD'S GOOD WORK AND THE JOYFUL STEWARDSHIP OF ALL CREATION.

2. WE ARE A PILGRIM PEOPLE. God calls us again and again to new pilgrimage. That call often seems to come just about the time we think we have it made, have finally figured it all out. Especially when considering vocation, we feel the need to figure it out once and for all. However, from the biblical viewpoint, life seems to be more about journey than about being, more about change than staying put. The emphasis of the biblical story is on what one needs to do **now** rather than on what I am meant to do forever. God's call, whether to Abraham and Sarah, Moses, Samuel, the prophets, Jesus or Paul, is to a new creativity and vulnerability and out from a place of security and safety and certainty.

3. LIFE IS A GIFT. My life is a gift from God and from many sources known and unknown to me. As individuals, we are really a community (at least of two) of those who shaped us. This affirmation aids in our knowledge that we are not alone. We are not isolated in a world of rugged individualism without resources for considering our career. As we think about our future we are surrounded by those who are the source of our life, who have given us gifts, opened to us possibilities.

4. THE CHURCH IS A COMMUNITY OF GIFTS. The Church is where life is lived in one spirit and where the discernment of gifts is the task of the whole community. The vision of the early Church is another affirmation that helps me to get over the notion that I should or can figure it out by myself. Seeing myself in this broader context helps me to realize that others may see me better than I see myself. The responsibility for my vocation is not mine alone. I am called, by God and by my community of faith.

5. GOD'S PEOPLE ARE A PEOPLE OF MEMORY AND RECITAL. Storytelling keeps us in touch both with the gifts we have been given and the fact that we are rooted in historical community. It helps us overcome existential isolation. To paraphrase Corita Kent (**Footnotes and Headlines**): "If we get out of touch with ourselves or others, we lose track. We disintegrate. The opposite of re-membering is dis-membering." I believe this is as true of the individual as it is of the community.

6. GOD'S CALL TAKES MORE THAN ONE FORM. Traditionally we have described at least four elements in the search for career within the Church community: the call to discipleship the secret call, the providential call, the communal call. However, in our present society, we focus on the secret call and the providential call. For the most part, we excluded the questions of what we want to give ourselves and what others perceive our special gifts to be. We have paid less attention to ultimate goals and to the invitations of the community. We have paid much more attention to private dreams and individual talents. We have forgotten that being chosen, being called, is as important as choosing in the context of career decisions.

7. SEEKING THE FUTURE TOGETHER IS LIBERATING. Covenant life provides a new hope, exciting creativity. If my future is tied to your future in choice, we can provide resources to one another in the processes of dreaming and hoping. Alternative futures open to us. We are not left with merely some "still small voice." Where people commit themselves to one another, commit themselves to discernment of gifts, commit themselves to discovery, empowerment inevitably occurs.

For any who are familiar with or use the materials developed through the National Career Development Project, the connections between these faith themes and "Parachute" and the "Quick Job Hunting Map" are obvious. Recital and storytelling, discernment of skills in a community, working on ultimate goals and commitments, placing oneself in a community, making choices in relationship to others and society are integral to the process. Perhaps the insistence on process is most crucial to all. While our language is not the Faith language, the concepts are. I believe that the power of this process is connected to these roots.

DUAL CAREER HOUSEHOLDS

Dual-career households have a quarter-century—or more—of history behind them. One of the powerful and dominant forces, one that has reshaped American culture and history, arose strongly in the 1970s and 1980s, namely the feminist movement. At the outset, the movement was characterized by quite radical gestures of rejection of and separation from male domination. In its purest form, feminism categorized all male sexuality/power as exploitive.

As the 1970s moved toward the '80s, the feminist movement came to focus on economic and political power issues—as well as issues like rape and pornography, crux issues in the exercise of male dominance over women. In the late '70s and early '80s the movement bifurcated into an extremely liberal, often radical sector that seemed to advocate equality and oppose oppression (this side was powerful in the world of intellectual culture—the newsstands are one strong indication, because within this group were founded publications like **Ms., The Woman's Review of Books, Signs, Feminist Studies)**, and a more mainstream (conservative?) side advocating integration into the male professional business world.

By the late 1970s, the phenomenon of the "professional woman" had eclipsed the earlier popular (male-characterized) image of the feminist as avenging Amazon.

The 1980s saw the feminist movement facing increasing conservative counterattacks, often violent ones (bombing of abortion clinics, as one example, or the vicious political battles over the Equal Rights Amendment). Such counterattacks, however, could not turn back history. American life was already transformed. Like the civil rights movement and the radical student movement before it, the feminist movement had shifted the parameters of public discussion, obliged conservatives to accept as given certain rights and principles which had hitherto been denied or rejected, and established a strong presence of women in American public and intellectual life. Accepting/endorsing/honoring the **Working Woman** (to borrow one of the magazine titles) was a given.

Hollywood had great difficulty dealing with all this fast-moving history, especially early on when it showed two political issues: ***how women are represented and who does the representing are crucial.*** Males dominated Hollywood and the "who" and "how" showed little liberation from patriarchy. The first "break" in Hollywood's "wall of male" was probably Martin Scorsese's "Alice Doesn't Live Here Anymore," but it pales by the current reality of women in the world

of work. At the least, Scorsese depicts a woman struggling to become ***independent*** **and** ***being supported by other women.***

Hollywood seemed hard put to deal with dual earner families other than as comedies, and seemed content to treat the "traditional" family—single breadwinner (almost always male) and a wife who does not work outside the home—as the norm (even though that family scenario makes up only 7% of the U.S. population! In point of fact there are dual-earner (also called two-job, two-earner, or two-paycheck) families, families in which two partners both work full time outside of the home. and they make up approximately 50% of American families; about 65% of all women with children work outside the home.

Within the dual earner families, there's the dual career couples, and these are characterized by:

... high commitment to and personal investment in both jobs or professions;
... desire for mobility (geographic and "up the ladder");
... significant investment in education or training, both preserve and continual updating of knowledge and skills.

Also, dual career points to marriages in which both partners work in executive, technical or professional occupations where such partners make up about 5% of the working population. Approximately 4 million couples would be considered "dual career" by the above definition. Another 2.2 million unmarried persons live in heterosexual dual career relationships and 1.2 million live in homosexual dual career relationships.

There are considerable misconceptions about two-career families. Many people have negative reactions when discussing the needs of dual-career couples, feeling that these individuals have made their own choices to be involved with these types of jobs. It's harder for many people to be sympathetic when they see these people as being: (1) awash with money; (2) constantly frustrated and tense, perhaps even self-absorbed; (3) homogeneous.

Gene Roche, who presented this outline in its entirety to the Vocation Working Group, went on to outline topologies of dual-career families. Indeed, he noted, there are a wide variety of types of families within this category:

Organizational and occupational patterns of dual career couples:

1. **Coordinated**: work in related fields
2. **Complementary:** work may support each other [psychologist; statistician]
3. **Institutional:** work for the same organization in different occupations
4. **Specialty**: same field, different organizations
5. **Unrelated**: (engineer and lawyer)

What, then, are the needs of these couples and how are we to understand these needs? Roche notes that while there are many variations on the theme of dual career couples, a number of recurring needs can be identified. The degree to which these needs can be satisfied through work and family life will determine the degree to which many individuals are successful in living out their individual and collective vocations:

A. The need for flexible work patterns if they are to balance family and work demands.

B. The need for flexible benefit patterns that will allow them to start and maintain families without jeopardizing their careers.
C. The need to be freed from child-care worries.
D. The need to expend their energies in collaborative and supportive ways rather than wasting energy in resentment and competition, Many counselors working with dual-career couples suggest that providing opportunities for clarification of roles, expectations, definitions of success and other dimensions are critical to individuals reaching their fullest potential.
E. Need to encourage development of an overall philosophy of life that puts career into proper perspective. In the fact of rapid social and economic change, individuals must make rapid adjustments in determining what constitutes success for them. In the complexity of dual-career relationships, it becomes unlikely that agreement on such a difficult subject will happen by accident, yet most individuals have little support and opportunity to engage in such reflection.

Role-related problems, and "Life Space" needs cause problems, and these need to be addressed if these couples are to be helped with their LIFE/work planning. **Role conflict** comes from stress from traditional visions of masculinity and femininity. Both women and men are influenced by enculturated values that may not support their current work and life situations. Likewise, **role overload** may evidence itself: too many demands; too little time. **Role equity** is another problem: since the publication of **The Second Shift** the issue of role equity has received considerable attention. By every measure, women get the short end of the stick when it comes to managing family and home responsibilities.

And what about **role cycling** (children and mobility)? Timing becomes four times as hard when two sets of developmental needs must be addressed at the same time. **Social network needs** create problems; partners have differing needs to establish and maintain networks outside of work and the family. And certainly there are **normative needs**...related to role conflict, but referring to outside pressure from parents, relatives and employers to conform to certain traditional stereotypes about appropriate sex roles

If one adds to these role conflicts needs for "life space," the problems increase geometrically:
1. Personal world: hobbies, health, growth, just hanging out.
2. Individual work world: job demand, organizational overhead, social demands.
3. Shared family world: time for spouse or partner, children, chores, extended family demands (i.e., parents, brothers and sisters, etc).
4. Other social worlds: organized religion, community involvement, political involvement.

There are a number of transition and leverage points, says Roche, where the church may have an impact on the vocational development of career couples, and we want to mention these so leaders within the church, and groups who may have an impact on dual-earners within the church, think these through:
A. Deciding on a profession (very high likelihood that managers and professionals will establish relationships with other managers and professionals).

B. Deciding to enter a dual-career relationship. Some evidence suggests that couples who acknowledge and discuss career aspirations and challenges before marriage are more likely to have successful marriages than those who do not. Similar research suggests that job satisfaction is also enhanced with couples who thoroughly discuss their career aspirations before marriage.
C. Getting established in a relationship: young, married, childless couples.
D. Maintaining, rethinking or adjusting norms and expectations. Developmental career theory suggests that transitions and periods of rethinking will happen to many males at predictable periods.
E. Preparing for parenting.
F. Preparing for retirement.

The vocational needs identified by Roche related to dual career are these:

... knowledge of predictable changes in family situations
... skills in self-assessment and decision-making
... negotiating and assertiveness skills
... assistance in negotiating equitable distribution of family roles and responsibilities
... establishing a balance between career mobility and personal commitment within the relationship.

In light of these, what are possible strategies for local congregations? A simple start toward helpfulness would be to identify and commission individual mentors for two-career couples. If the situation warrants it, this could be expanded to provide support groups for two-career couples.

Certainly having adult education opportunities within the education program of the church focused on learning more about two-career issues. This subject might also lend itself to retreats for couples to explore dual careers.

Certainly one can try to provide, as with all of these vocational areas, library resources—**and mention them in your church newsletter.** Members of the congregation, too, might be challenged to provide support in determining methods other than moving to provide individual and couple career development; the results could be shared as well.

V. DUAL-CAREER HOUSEHOLDS

"Dual-Career Families: It's Time to Stop Talking About Them and Start Doing Something For Them" by Lee Gurtin Wolf. **Journal of College Placement**, Spring 1980. This article, which the author says drew hostile disbelief as the immediate reaction, urged corporations to adopt preemptive programs such as flexible scheduling, job sharing, maternity leaves, and help with spouse relocation, all of which "seemed to many at that time to be unnecessary expenditures."

The Three-Career Couple by Maracia Byalick and Linda Saslow. Princeton: Peterson's, 1993. $12.95 pb. (Dept. MD9314, 202 Carnegie Center, P. O. Box 2123, Princeton, NJ 08543-2123; (1-800) 338-3282). "I miss you; fax me a hug!" As Americans work longer hours, home life for millions of two-income couples has became a juggling act (his job; her job; and their "job" together). Whether it's shopping for groceries, helping the kids with their homework, or simply making time for each other, responsibilities at home are competing for space in an increasingly crowded schedule. Couples who think *there's got to be a better way* will breathe a sigh of relief when they discover this volume. Both authors, award-winning journalists and themselves partners in two-career households, blend advice and practical strategies with anecdotes and a healthy dose of humor.

With chapter titles like:

> But it was YOUR turn to take out the garbage!
> Chicken pox? Not on MY deadline!
> It's 7:30 AM and I'm already an hour late!

Byalick and Saslow draw on everyday challenges faced—and met—by real people in all kinds of work and family situations and deal with keeping a sense of humor, channeling stress in positive directions, getting organized/setting priorities/delegating tasks, establishing routines and creating stick-to-it schedules, setting expectations with one's spouse/kids, sharing career decisions with each other and the children, planning time alone together...and more.

Watching sitcoms we know can become addictive. It can also make one think. On two sitcoms we watched tapes of this week ("Coach" and "Full House"), the problems of two-worker families, or potential families-to-be, with geographical relocations, caused havoc. In many cases relocations cause trauma, or worse, with one of the careers.

> In two-earner households, a growing number of women [21%] now earn more than their husbands, and seven percent of working wives make "a lot more than their spouses."

If you have this problem as a reality in your congregation, try this: **The New Relocating Spouse's Guide to Employment** by Fran Bastress (Woodley Publications, 4620 DeRussey Parkway, Chevy Chase, MD 20815. ISBN 0-942710-87-8. Published in

1993, the book is 344 pages and runs $14.95. Using 51 case studies, Bastress illustrates how one can utilize portable work skills, locate the best source of career planning assistance, and conduct a job search campaign at long distance. Bastress was the pioneer in writing about relocating spouses and her fourth book on the subject reflects her special expertise.

Videos

The oh-so-obvious parallel of Lee Gurtin Wolf's 1980 article on what she termed "dual-career families" is the 1980 film, "**9 to 5.**" Fonda, Tomlin and Parton introduce virtually all of Wolf's suggestions—all vetoed by their male "superior" (pardon the term!)—and the result is accolades for the creativity from the company president. If you're watching this film for discussion purposes, note also how it ties in to an interesting comparison of gender and work relationships (see the Carol Gilligan and Susan Thistlethwaite references under General Resources). If one can identify what brought about an increase in productivity...and happiness on the job, what does such identification mean in terms of what people in your congregation like/dislike/want in their jobs/careers/lives?

"Conjoint Career Counseling: Counseling Dual-Career Couples" by Lynn Binder Hazard and Diane Koslow appears as chapter 12 in H. Daniel Lea and Zandy B. Leibowitz, **Adult Career Development: Concepts, Issues and Practices** (referenced on page 24 above). Many researchers have indicated that this "new" type of marriage with its emphasis on career achievement will be tomorrow's customary marriage. It is also predicted that women will evidence higher levels of work attachment than ever before by working full-time and continuously. As with other chapters in Lea and Leibowitz, the references abound at the end of this chapter.

MID-CAREER TRANSITIONS

In the arena of our daily work, career, job, vocation we face at least one BIG problem: in that arena our justifiability as human beings is constantly and continually being put to the test. We don't always see or acknowledge that. The demands of earning/making a living are paramount, often masking much underneath. Almost anyone can earn a living. But to do so takes investing the majority of one's waking hours, pouring one's life into a job. As Carl Michelson said, years ago in an essay on "The Crisis of Vocation":

"That is why the paramount question pertains not to earning a living but to vindicating one's investment of [one's] life. You can appreciate, then, that it is not simply grimness which causes the noted French poet Arthur Rimbaud to cry out, 'Human toil! That is the explosion which lights up my abyss from time to time.'"

Many of the explosive crises in vocational life are almost totally and utterly situational. Do some prudent adjusting, or a little "plastic accommodation of attitudes" and, *voila*, the critical element vanishes! For example, look at some clashes of circumstances. The right to work is considered a universal right, evidence, for one, of the deeply rooted need for humans to have a vocation. If recessions hit and a general situation of unemployment follows, the need to work not only hits with fear of starvation or losing one's home but is a frustration of one's essential humanity.

Retirement, especially early and/or forced retirement hits the same way. The same with strikes or threats of strikes; they evoke, instantly, widespread anxiety. As someone said once, the loom of industry is the womb of a nation's psychological security. Humans seem to be working animals whose very being is at stake in their handiwork. No work, *ergo*, no self-esteem.

Too, what about the common situation where vocational preferences collide with all manner of distasteful vocational by-products. One loves, or at least tolerates, one's job, but riles against the tedium, or the long hours, or the unreasonableness of a boss/manager/colleague—what Joseph Conrad called the "prosaic severity" of daily work. He loves tinkering with cars but can't stand dirty, oily hands and the need to wash them. She loves selling fashions but detests stocking the shelves and racks. He loves all the personal contacts daily but can't bear doing the reports on the contacts. She likes writing sermons and preaching but loathes pastoral calling. Vocational life is rather a package deal—one takes the good with the bad.

Add to all this the fatiguing competitiveness. You have to come in first, besting all the others, just to get the job. Once hired, you have to compete—so it seems—with coworkers for status in the job. Worse still, one competes with oneself for personal ambition, or to show parents, loved-ones, friends that this job was the right choice.

The list of dilemmas goes on and on: is the job suitable? can I afford the cost to get where I want? do I have the abilities, the talents, for distinction? can I overcome fear of failure? which way do I go: life of service to others or a life of socially acceptable self-interest?

Douglas LaBier, director of the Center for Adult Development in Washington, argues that most people suffer from a firmly held, **though false**, definition of midlife as simply the loss of youth.

Baby boomers should stop longing for eternal youth, take control of their lives, and grow up.

LaBier, in a Smithsonian Institution lecture on coping with midlife, sponsored by the American Psychological Association, argues that midlife, stretching from the mid-30s to early 70s, is the first chance many have to evaluate their lives. Most people writes Michelle Ruess reporting on the lecture, spend their youth getting an education, launching a career, starting a family and establishing a lifestyle. In the mid-30s people have a chance to deal with adulthood.

During midlife, adults begin coping with the aging and death of parents; they think about their own mortality, confronting questions about what they're doing with their remaining years.

Somehow many see life not turning out like the rosy picture they imagined and fantasized about. Careers are less fulfilling. Many aging boomers, born between 1945 and 1964, feel they abandoned the hopeful ideas of the 1960s—equal rights, an end to

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AN ARTICLE IN OUR LOCAL NEWSPAPER RECENTLY BOLDLY ASSERTED:

Seeing is getting a new job: Entrepreneur pushes visualization technique

Once the tool exclusively of Eastern religions, the strategy of deep and reflective thought has been used in the last three decades for everything from quitting cigarette smoking to improving a golf swing. Now, Hunting Valley outplacement consultant Barbara Burk has developed a job-interviewing program based on meditation and visualization...Lemon-Aid, after attending a 1986 seminar on visualization....

Skeptics of such techniques, however, dismiss [the program] as so much hocus-pocus sought by people looking for an easy fix. "Basically, it's nonsense, it's a rip-off," said Henry Gordon author of "Channeling into the New Age," which challenges the validity of the claims of visualizationalists.

Others in career development said visualization can help, but it's not enough to turn a person's performance around in any interview, and it should be used as a supplement to traditional methods such as role-playing.

A job interview "is a sick human interaction," said Mike Farr, president of Just Works, an Indianapolis career planning firm. "The employer is trying to find out what is wrong with you and you're trying to prevent them from finding out. And on top of that, everyone is smiling.

"There is some legitimacy," Farr said, to using visualization to relax a person in such an inherently tense situation."

..Jonathan Gaw,
The Cleveland Plain Dealer

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poverty and war. **Yet they feel trapped**. "Many of us feel like we're in a movie or a play, playing a role written by someone else," LaBier said. Well. it doesn't have to be this way, he went on to say. The key to enjoying life, at any age, is to take control. "The one thing we have choice over is the person we are at each moment. We can choose who we are, in actions and behavior."

But rising above society's image of midlife requires new ways of thinking. LaBier recommends viewing life as a project, like an entrepreneur trying to salvage a company. "What resources do you have now? What do you need to acquire?" If you dislike your impatience, practice tolerance. What's practiced will be strengthened, what is ignored will wither.

LaBier, author of **Modern Madness: Career Success vs. the Search for Meaning**, offers several tips to begin developing new attitudes toward midlife:

... Pretend you're the author of your own life story. Describe three turns of plot and what values each reflects. Compare your life now to the proposed endings.

... Write your ideal epitaph. Analyze what values you hold deeply.

... Make a list of your ideals and a parallel list of your actions. Consider what changes would be needed to close the gap between your ideals and your actions.

... Project your life five years from now. Stop to consider the direction you're moving and whether it will make you happy. If not, make some changes.

Midlife need not be the fading of youth, LaBier said. "If we embrace it, knowing what the key issues are, it is an excellent chance for transformation."

There was a time, and for some of us in our current lifetime, when we entered the "labor market" and felt we were making a life commitment. That time is no more. The agony of youth is surely still there, as the late poet laureate W. H. Auden forcefully reminds us:

"... To be young means
To be all on edge, to be held waiting in
A packed lounge for a Personal Call
From Long Distance, for the low voice that
Defines one's future....The fears we know
Are of not knowing. Will night-fall bring us
Some awful order—keep a hardware store
In a small town....Teach science for life to
Progressive girls—? It is getting late.
Shall we ever be asked for? Are we simply
Not wanted at all?"

W. H. Auden, *The Age of Anxiety*.

But now we're apt to go through the experience multiple times. In mid-life, we used to be at our prime in career and advancement. These days, for many it's a time of anxiety about whether mid-lifers are good enough to keep the jobs they have. They're threatened by younger eager-beavers with the zeal and energy to forge ahead up the ladder, often quite willing to knock off the rungs anyone who gets in their way. The 'boom' ends when the 'busters' overwhelm. Management is more ready to scrutinize the work of long-term employees whose salaries and benefits and perks have gone up toward the top over the years. Will you pass the scrutiny? That's the $64,000 question. One bank out west made a practice of promoting all such employees about mid-life, gave them increasingly demanding job descriptions, moved on to give them poor reviews when they could not handle the impossible (and unrealistic) demands of the jobs that had been created for them, and then terminated the employees because they failed to produce! Do you run that risk?

"I am engaged in a work of very great moment....I am needed!" Nostromo protests in Conrad's novel of that name. The crisis in mid-life is the fear...it isn't true any more. Self-esteem is in danger of falling apart and crumbling.

If you want to visualize this more, try watching a couple classics from the past, the 1950s to be exact. The older of the two is the filmatic version of Arthur Miller's powerful "Death of a Salesman" (1951) directed by Laslo Benedek. The film garnered Academy Award nominations for Fredric March for best actor, Kevin McCarthy and Mildred Dunnock as best supporting actor and actress, as well as for Frank Planer for his cinematography.

This powerful and heartfelt drama is brought to the screen with deep emotion and all of the pathos of the magnificent Broadway play which preceded it. March was peerless as the indelible Willy Loman, an over-the-hill traveling salesman who confronts, at mid-life, his disappointment over his career. Flashbacks and time-transitions are cleverly used to bring out an extra dimension of this great American classic tragedy (or should we say pathology?). If you can forget that this is a film of the 1950s and just concentrate on what Miller is saying and meaning beneath the words, it's a remarkable moving introduction to mid-life transitions. If you think the people will stumble over the film, they can just read a copy of the script, or act it out.

Another film, and this time it did take the Academy Award, is the 1955 "Marty." While not so narrowly focused on career (Ernest Borgnine stars as a lonely, middle-aged butcher), this is one of the most compassionate and touching films about the lives and problems of ordinary people ever produced (even "Ordinary People" pales by comparison).

Borgnine is perfectly cast as the butcher resigned to an unmarried life who finally falls in love with a girl whose life parallels his own. Betsy Blair plays the lonely girl. Paddy Chayefsky first wrote the script for television (the version starred Rod Steiger), then improved on it for this feature film.

This film will be harder to narrow discussion about, since it ranges far afield of a focus on career, but....

Roche identifies quite a list of vocational needs for mid-career transition:

- ... continued skill in self-assessment and career management
- ... provide opportunity for individuals to learn about and evaluate societal and psychological changes, such as the men's movement, boomerang children and general information about aging
- ... knowledge about career peaking, leveling off, plateauing
- ... assistance in dealing with common causes for career dissatisfaction and transition
- ... knowledge and skills in dealing with lack of variety and the fact of limited opportunities for promotion
- ... assistance in dealing with conflict with employer policies, superiors, coworkers or subordinates
- ... assistance in dealing with excessive stress or physical demands in the later years
- ... assistance in dealing with the need for retraining or additional education
- ... assistance in dealing with discrimination and other characteristics of work abuse.

There are several possible strategies for local congregations we might suggest as ideas for action:

Pastors or other qualified members of the congregation—or through referral—certainly can assist by offering individual counseling.

Adult education programming might focus on predictable traditions in worklife.

Assistance can be given in providing meaningful and fulfilling volunteer opportunities in the face of career plateauing and limited opportunities for advancement. As well, congregations can identify and recruit mentors to assist individuals in dealing with mid-life/mid-career transitions.

Too, congregations can become committed to political and social programs that will allow individuals in mid-life greater flexibility to pursue their vocations, without being tied to corporations by health benefits or "nonportable" retirement benefits.

Undoubtedly you can think of other ways to assist and add to this list.

MID-CAREER JOB SEEKERS DO'S AND DON'T'S

Since 1980, some 4.3 million jobs have been eliminated by Fortune 500 companies, according to an article in **Modern Maturity,** the monthly publication of the American Association of Retired Persons. Experienced and senior-level employees may find this list of things to do, and to avoid, helpful.

Do these things...	**Don't do these...**
While still employed, ask your supervisor to send a broad letter or recommendation about you to the supervisor's contact—even if you have to write it.	Write a critical letter to the organization which released you. It may hurt your references and create a barrier, if it ever starts hiring again.
Investigate employment benefits as soon as possible. You might also collect from Social Security.	Criticize your former employer when taking job interviews.
Check out health insurance coverage. You are allowed to keep your employer's health insurance for up to 18 months after discharge...in most cases.	Assume that you are a specialist and can only work in that area.
Join at least one job search group; it helps to sustain your morale and may offer some job leads.	Let your pride get in the way of using all your contacts. Be prepared to admit that you have lost your job and would welcome help from any and all your family/friends/contacts.
Lower your salary expectations; you may never be employed at the same level as before.	Overlook employers just because you never heard of their names. Most of the hiring being done these days is by medium and small-sized organizations.
Broaden your options: consider other industries and different types of employers.	Try to save money on resumes by using one for every kind of job—develop several models for use in appropriate situations.
Budget carefully, determine how you can save money and still exist. Hint: dinners out are expensive; why not try breakfasts?	Treat your resume like an application blank by just listing job titles. Resumes allow you to cite your unique and outstanding accomplishments.
Keep busy, 60-hour weeks recommended. Take courses to augment current job skills. Research leads in the library, newspapers, employment services, etc. Join professional, or other employer-related groups.	Plunk down $2,000 or more for help from a paid career consultant. Once they have your money, many have less interest in you. If you go the paid counselor route, find someone who charges by the hour.

VI. MID-CAREER TRANSITIONS

Wade Clark Roof, **A Generation of Seekers: The Spiritual Journeys of the Baby Boom Generation**. San Francisco: Harper, 1993. $20 hb plus $2.75 shipping and handling, plus tax, from Harper-Collins, P. O. Box 588, Dunsmore, PA 18510. A brief synopsis of Roof's research appears in the December 1992 issue of **American Demographics** under the title of "The Baby Boom's Search for God" (the issue is currently out of print, so check your library) and a brief review appeared in the March 10, 1993 issue of **The Christian Century.**

Time's cover for April 5, 1993, focused attention on The Generation That Forgot God: The Baby Boom Goes Back to Church, and Church Will Never Be the Same. The cover story, "The Church Search" by Richard N. Ostling, discusses how Baby Boomers dropped out in record numbers. Now, however, many are finding their spiritual homes again...with great diversity and a lot of impact on the churches, including church "marketing."

Remember Your Friends. Career Opportunities News notes that when the Erdlen Bogard Group asked former outplacement clients to identify the key source aiding their re-employment, 47% replied "Friends and acquaintances." Next useful were help wanted ads (17%), employment agencies (9%), executive search firms (8%), self-help groups (4%), associations/societies (4%) and miscellaneous (11%).

"The Aging of Aquarius" by Lillie Wilson, which appeared in **American Demographics** in September, 1988 reports on "New Age" thinking being widespread among affluent baby boomers. Reports Wilson: "...New Agers tend to be educated, affluent, and successful people. They are hungry for something that mainstream society has not given them...looking for 'alternatives,' 'new paradigms,''social transformation,''personal wholeness,' 'enlightenment,' and even 'utopia.'" And, we might add, of attunement. If your local library doesn't have copies, write or call American Demographics Subscriber Service, P. O. Box 58184, Boulder, CO 80322-8184; (1-800) 525-0643.

We hope this "career/life backup piece" will increasingly become obsolete and not necessary. But we've heard too many horror stories of that carry-over from male dominance, namely women who have never been allowed to learn about personal money management. The American Association of Retired Persons (AARP) has an extremely helpful **Primer on Personal Money Management**: **For Midlife and Older Women** which was produced by its Consumer Affairs Section, Program Coordination and Development Department, Woman's Initiative. Write or call AARP (4). The volume covers goals, starting financial records, reserves, cash flow, bank accounts, credit, insurance, and then offers scenarios of "what ifs" like marriage, divorce, remarriage, getting legal help. etc.

Another helpful piece, also from AARP (4), is **The Social Security Book: What Every Woman Absolutely Needs to Know**. Working woman or not, having this kind of information around, and being knowledgeable about it, is essential to every woman.

Check out another chapter in Lea and Leibowitz's **Adult Career Development** (referenced on page 23 above), namely Philip Abrego and Lawrence Brammer, "Counseling Adults in Midlife Career Transitions." The references are extremely good, and many of the stellar writers in psychology and counseling are cited.

If you can find it, try to check out Bernice L. Neugarten's "The Awareness of Middle Age." The British Broadcasting Corporation, in London, publishes **Middle Age**, and in 1967 ran the Neugarten piece. It was reprinted here in the United States, but we know not where. It reports on a study carried out in collaboration with Dr. Ruth J. Kraines, Lecturer in Human Development, University of Chicago, and Dr. James E. Birren, Professor of Psychology, University of Southern California. Neugarten here begins to describe a few of the psychological issues of middle age as they emerged from the studies, middle age being a period of heightened sensitivity to one's self within a complex social environment, and that reassessment of the self is a prevailing theme.

If you want to identify vocational education programs for midlife and older women in your state, contact you state sex equity coordinators. Contact the National Displaced Homemakers Network, 1411 K Street, NW, Suite 930, Washington, DC 20005; (202) 628-6767

Success Over Forty: Strategies for Serving Older Displaced Homemakers, a technical assistance guide, is available from the National Displaced Homemakers Network for $24.95.

For information on nontraditional jobs for women, contact National Commission on Working Women of Wider Opportunities for Woman, 1325 G Street, NW, Lower Level, Washington, DC 20005; (202) 737-564.

Directory of Resources for Older Persons—1993 (Publication OP-1) is available, no charge, from Division of Adult Education and Literacy Clearinghouse, 400 Maryland Ave., SW, Washington, DC 20202-7240; fax (202) 205-8973. Also ask for **DAEL Clearinghouse Bibliography, the Workplace Network News subscription, and to be put on the mailing list for Clearinghouse Resource Update.**

From the Clearinghouse you might also want to request, free of charge, the following as helpful pieces in the area of vocation: **Distance Education Resources, DAEL—December 1992** (CT-16), **Emerging Trends in Technology, DAEL—March 1993** (CT-23), **List of Publishers of Adult Education Materials—1993** (D-5).

Vocational crisis is in the making when one needs to be needed. The sign of the crisis is the compulsiveness in work. If you get many people away from the emotional support of vocational approbation, they are at wits end, totally lost. The push of early this century was for time away from work, to have a time of refreshment and relaxation, to enjoy what is now a "weekend." Now, after the struggle, we have the Sabbath and pre-Sabbath. And what happens? The Sabbath affords no self-laudatory work. So humans anesthetize themselves against the need. The weekend is sports on television, shopping until you drop at the mall, working on the yard and garden, the washing and ironing and grocery shopping. Busy every moment, time neatly—or chaotically—arranged so it will pass quickly until one can return to work on Monday where, of course, one protests having to face "another week of drudgery."

The need to be needed, focused in one's job, flounders on weekends. And often it flounders when "O" becomes "A"—vOcation/vAcation. How often do we hear people express how relieved they are to return to the office or factory because their vacation exhausted them! So many vacations are not times for relaxation and refreshment, but jet-speed dashes to see more, do more, every moment crammed with do, do, and do, more and more and more.

What then can we expect when the central props of our lives (i.e., our jobs) are threatened with cutbacks, with layoffs? when factories are closed? when the firm moves to another city, but we are not offered a transfer? when offices streamline, and we are cut from the stream? when recessions hit and we face recess of a permanent kind or with hours cut in half?

If one lives for one's job, if one ***is what one does***, the crisis is ***very real***. How do you tell your spouse or children, how explain to your life partner, your parents? Who will pay the bills, the mortgage, the car payment? A maze of exigencies suddenly loom before one instantly, usually with little or no warning. You didn't plan for emergencies; indeed, you are overextended. It's you, seemingly alone, against the cruel world out there. The bottom seems to fall out. You, absent your prime reference point for self-esteem, are a nobody, headed nowhere, adrift solo on the sea of despondency. Despair with a capital "D."

Who do you tell? How do you get support? Where is the church and what does it do?

"Roseanne" was a good study in unemployment, underemployment, confusion about vocation/unemployment. It's a study in stress and ways to unburden it, and passing stress on

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to the kids (by Roseanne). Roseanne tried all kinds of jobs, without success. At an employment agency she learned she wasn't really qualified to do **anything**. Do you type? What's that? Can you answer the phone? I do it at home don't I.

Household bills are mounting. Dan isn't getting any dry-wall jobs, compounding the situation. To make ends meet, Becky's college fund gets borrowed—and never repaid. That makes a compound problem situation complex. Stress is all too real, and things get convoluted. Though we sometimes have a hard time with Roseanne Conner's language, "It's been a real sucky year."

Later, the motorcycle shop that husband Dan eventually buys is a no-customers victim of the recession. Roseanne finally gets her own job, by butting her way in front of the other contenders—does it stand a chance of lasting?—as a coffee shop waitress, but it's an exhausting drag. Darlene appears to come off as a depressed beatnik. What's an urban heartland wife and mother to do when she's blue collar and overweight? This "domestic goddess" with her shopping mall grammar, her gum-chewing, her wisecracking in that flat buzz-toned voice, can't handle the world of husband, tiny house, and three kids, let alone unemployment. The producers finally called a halt to it—for many, the sitcom of life can't always be adjusted by scriptwriters. With "Roseanne" there had to be some relief from it. Wisecracking had come to the end of its ability to answer the situation.

Over at Tom's Restaurant (you never see the "Tom's" in shots), the Seinfeld gang's own George (Jason Alexander) still can't hold down a job. He needs therapy, but that runs a risk: he might get happy—and then his character would be useless. Instead, he fakes it through, searching for a job and not finding it. He doctored his own resume—Vandelay Industries is a fake company which jobless George once claimed to work for—but doesn't get anywhere with it.

Unlike Roseanne, George's unemployment has no roots in the reality of pain, hardship and despair. His blues don't last longer than the few seconds it takes to spout a few one-liners. He faces a few problems which appear to be real—moving back in with his parents, and all of their restrictiveness, which it's obvious he yearned to get away from earlier in life—but, otherwise, we don't get more than a cursory glimpse at how the world seems to "crash in on one" when one loses a job.

Women, dealing with unemployment, might think more readily about Jessica Lange in "Men Don't Leave." That film focuses on a situation forced upon a mother when, having not worked but been a model homemaker—Lange had gone to college, not to find a career, but to find a husband—Lange is forced into the job market when her husband is killed, removing the breadwinner from an otherwise stable household.

Lange, much like Roseanne, has virtually the same answer to the questions posed by the employment agencies when they rattle off the litany per usual—"Do you type?" "Are you familiar with, and do you operate, several computer word processing programs?" "Have you experience with shorthand, filing, operating a photocopy machine, know data processing, etc.?"—where the litany response is "No, no, no."

Networking to the rescue. The film pushes the old maxim: It's not what you know, but who you know—in this case a relative. The rest may be sometimes drama, sometimes depression, sometimes farce, but it makes for interesting viewing.

Jesus speaking: "We must work the works of the one who sent me while it is day; night is coming when no one can work." —John 9:4

All of these give glimpses into the world of unemployment, but it's pretty much surface treatment, and they'd all be lost without humor. That may be a clue to salvation in light of unemployment—keep a good sense of humor—but it's not real, and the needed support isn't very solid. Real life takes a bit more than we view in sitcoms and on most movie screens.

So what are the vocational needs of the unemployed or underemployed that need attention, and what are possible strategies for local congregations? Roche gives us this list of vocational needs to start:

- ... crisis counseling and support
- ... knowledge of assessment techniques
- ... skill in self-assessment
- ... knowledge of job search techniques
- ... assistance in identifying job leads
- ... accurate occupational information
- ... skill in making effective decisions
- ... sense of value of individual work
- ... opportunities to develop specific job seeking skills such as interviewing, telephone usage, resume development and other writing
- ... specific job search support such as message and secretarial service, typewriters, telephones, computers and copiers
- ... assistance in dealing with disabilities or discrimination

Church pastors can provide professional counseling and referrals in times of crisis. Too, many have the training to administer and interpret assessment instruments. Others in the congregation may also have professional skills in these areas which can be identified and tapped. And in some churches pastors may even be able to provide on-going counseling support in decision-making or in problem-solving.

Many assessment tools, such as the quick job hunting map (Bolles) and the Myers Briggs Type Inventory, lend themselves to small group experiences in many areas of church life.

Churches could establish formal systems of collecting job leads and referrals from members of the congregation. Many churches, too, will have members who have the personal expertise and experience to assist with the development of telephone and letter writing skills, resume

development and interviewing techniques. Add to this that churches have typewriters, telephones, copy machines and other support equipment and services invaluable to job seekers.

Finally, churches can provide specific support for members who are dealing with discrimination or who have disabilities that have an impact on their ability to find work.

VII. UNEMPLOYMENT AND UNDEREMPLOYMENT

The first thing we'd better do here is refer you back to page 13: Richard J. Barnet, "**The End of Jobs**" in **Harper's**, September 1993. Here's another quote from early in that article: "The problem is starkly simple: an astonishingly large and increasing number of human beings are not needed or wanted to make the goods or to provide the services that the paying customers of the world can afford. Since most people in the world depend on having a job just to eat, the unemployed, the unemployable, the underemployed, and the "subemployed"...have neither the money nor the state of mind to keep the global mass consumption system humming." A very sobbering, chilling and life-threatening article, to be taken seriously and the implications to be wrestled with.

Take Heart: A Word to the Unemployed, Revised Edition, 1987, by Richard N Bolles. Forward Movement Publications, 412 Sycamore St., Cincinnati, OH 45202. This little pamphlet, for the pew rack or the narthex literature rack, is a gem, and allows Bolles, an Episcopal priest, to "minister" to the unemployed in any parish. As Bolles writes in the introduction to this modest, but helpful, piece: "The best advice with which I can begin is to point out that the job-hunt is one of the hardest tasks that anyone ever faces, so, pray daily, even hourly, during your job-hunt—as though everything depended on God; then work at it, as though everything depended on you."

Then Bolles goes on to answer a series of questions "that occur to everyone in this predicament": can I survive a workquake? what is the first practical thing I need to do, now that I am unemployed? does this mean I've pretty much got to go it all alone? how do I begin? how do I find it? what should I do at the end of each job-hunting day?

The March/April 1994 issue of **Mother Jones** contains a "Special Report on Jobs and Clintonomics" which deserves attention. The report features John B. Judis' "What's the Deal?" concerning the Clinton administration, saying it has shrunk from its promises to those who "work hard and play by the rules." The article has a number of sidebars wherein American workers talk about their jobs and the future, and a interview, by Ashley Craddock, with Clinton's head economist Laura Tyson begging to differ with the assessment. The issue also contains "No Good Jobs?" in which John Clark interviews seven experts—including Lester Thurow, John Kenneth Galbraith, Kevin Phillips and Juliet Schor—offering diverse economic remedies. The snippet sidebars throughout these articles are quite telling!

Sometimes we catch glimpses of understanding how to deal with unemployment by learning about others in similar situations and finding out how they coped. If you can find in your local library a copy of **Public Management** for January 1992, you can read perspectives: personal experiences on copying with in-transition, including related articles. Its a special issue on "Managers in Transition." City and county managers in transition need the encouragement and support of colleagues and family. Personal accounts of local executives help provide pointers on how to survive such situations and go on with one's life. (We're reminded of a piece in **Cosmopolitan**, December 1990, by Jennifer Rogers on "**Ten Things Getting Fired Taught Me,**" so we'll just mentioned it here.)

Let Your Fingers Do the Walking

Use your local telephone book to do some research, and then dial some of the numbers you find to get more information. Look up **vocational school** and vocational technical schools. Ask about their retraining programs. Post it if it sounds helpful.

Any community colleges. Check out what courses they are offering that are working positively for school-to-work transitions. Post that kind of information, too.

Do you have a local Business Council, or Private Industry Council? What are such groups doing? Get on their mailing lists if you can, and post that kind of information, too.

Call your Chamber of Commerce, and even the Better Business Bureau. Pump them for information and...yes, post it on church bulletin boards.

Every time you post new and helpful information, be sure something goes in things like the Sunday bulletin, or the church newsletter, or in an announcement to groups like the Youth Fellowship, the women's and men's groups. Tell the pastor to make announcements in his weekly pulpit announcements, and make it a part of his routine.

Let your fingers do the walking, and then become an ambassador for job/vocation information!

In families, we're all keenly aware of how job loss, or underemployment, affects spouses. What about the children? **Focus** for December 1993 has a helpful presentation on how job loss affects children. Children, in particular, can have varying reactions to the sudden unemployment of a household member. In "**Surviving Your Partner's Job Loss: A Complete Guide to Rescuing Your Marriage and Family from Today's Economy.**" Jill Jukes and Ruthan Rosenberg point out that a parent's termination can be devastating for children partly because it gives them a glimpse of their parents' vulnerability. They may become confused and anxious, especially when they are not yet old enough fully to understand the situation. Typical worries of children relate to whether they will relocate or alter their life style. Parents can minimize the affect of job loss on their children by informing them of the situation as soon as possible. assuring the children that they are in no way responsible for the job loss, asking school officials and teachers to look out for any changes in their children and maintaining as much as possible the family schedule.

Getting fired is something most people have a hard time dealing with, and the psychological and mental/physical trauma reports abound. On those stress level tests, this ranks right up there near the top! Future employment opportunities can be seriously affected by how this situation is handled. If ever support is needed, it's here—if the person is strong and secure enough to tell anyone what's happened and to ask for support!

You might find help is some of these: "**You're Fired!**" in the special career issue of **Women in Business** for September-October 1992. The article by James C. Challenger discusses techniques for coping with firing or layoff: avoiding emotional outbursts, refraining from legal action against employers, keeping those social contacts going, and **DO** tell a friend. The more

one avoids negative attitudes, the better. Also have a look at **"How do you tell your family you lost your job?"** by Martha Redstrom Plourd and Frederick D. MacDonald in **Bottomline**, May-June 1991; **"The Firing Line"** (including related articles on what to do during layoff time) in **Harper's Bazaar** for March 1991.

With all the newspaper, radio and television reports on layoffs, early retirements being forced, and downsizing, we think it's important to remind people. too, for its psychological (and other) value, that we agree with **The Wall Street Journal of February 8, 1994**, front page story, that a decade of downsizing eases the stigma of layoffs. Take a look.

...since the Downturn, a new demographic has formed here. Each complex is now sprinkled with victims of financial, instead of marital, disaster: the former middle managers, the people who had spiraled down the professional tube in an even tighter corkscrew as their options spun off into oblivion. For many, it was a nightmare replay of the late eighties and early nineties when they had been expelled by the corporate convulsions euphemistically termed "downsizing" or "restructuring." However, during that particular period most eventually found new jobs after a lengthy stay in the purgatory of unemployment. But this time, there was no net to break the fall. After an initial round of resumes produced absolutely nothing, the first twinge of panic started eating like a corrosive around the fringes of their self-confidence. Next came the decision to do a little "consulting," which means the continual drain on savings could be viewed as "capitalization of the business" instead of a breach in one of the major arteries of modern life. The consulting, of course, needed to be give a little time to work, and behind this shaky facade the next round of resumes hit the street, this time to a much wider and less selective list of prospects. When this ploy failed, the panic acid began to burn large holes in the very center of their personal security. By now it was obvious that they had been soaring far above the safety net of the unemployment check, which wouldn't even service the mortgage.

The terminal blow came when they realized that everything they owned was essentially worthless compared to what they owed. The final right of negative passage consisted of the big garage sale, the purchase of a used car, and the move into apartment like those where Michael Riley dwelled.

—Pierre Ouellette, <u>The Deus Machine</u>. New York: Villard Books, 1994. The novel is set in the year 2005.

We remind you, too, of congregations trying to find ways to connect to many young people, especially from economically poor families, who need support in finding jobs. The **Vocation Basic Resource Packet** leads you to considering two of these, namely JACS and WICS, but you may also want to investigate others: Big Brothers/Big Sisters, the work of the YM-YWCA, and similar organizations. Lending a hand, in vert simple ways—making phone calls, typing letters, scanning newspapers. being an answering service, driving young people to interviews, calling

friends to investigate job openings—can be of immense help, **as well as gearing a congregation up to help others and get other churches involved.**

PRE-RETIREMENT; RETIREMENT

The world's over-60 population numbered nearly 500 million in 1991. By the year 2020, a short 30 years later, that figure is expected to surge to a full billion older people, double what already overwhelms. Is it a demographic nightmare? What problems does such a statistic forebode? Financial crisis? Cultural calamity? It's also possible that many individuals will spend the last third of their life in retirement! What will it mean for the world of work; what does it already mean? How will it alter our understanding of retirement; how is the retirement scene already shifting? Have we already experienced the end of retirement as we've come to know and understand it? Crisis or straw-man-crisis? Calamity or, as the Chinese create the character for crisis ("dangerous" plus "opportunity"), opportunity?

Many retirees don't begin to know much about the realities of retirement life. Many lack knowledge and skills in financial planning, or get those lessons too late in life. Many seniors have no hobbies and know no skills in using leisure time.

Still others ready to retire have not thought through the changing family relationships (suddenly the breadwinner is home all the time! ouch, what an adjustment for everyone in the home!). Who gives them counsel? Who helps in the transition? What if there is a crisis?

I can't help but recall a little publication coming out of Canada in 1989 called <u>In Praise of Older Workers</u> sprinkled with lively photographs--and invaluable quotes, one of which said: "I've never known a game to be over in the first half; it is always won in the last half."

If you're a regular reader of **Modern Maturity** magazine (and you should be; it's free with membership), get hold of a copy of the October-November 1993 issue and read Susan Champlin Taylor's "The End of Retirement." Share it with friends. Be sure to share it with retirees. Gather their comments. Share some quotes from the article—and from the responses—in your church newsletter. Share a copy of that, or what you've gathered, with the editor of your community newspaper or a reporter with your local radio and/or TV station.

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What can a congregation do? We'd like to suggest some things Gene Roche, of Hamilton College, shared with the national Vocation Working Group for starters:

... Individual and group training opportunities to prepare for retirement, particularly in understanding ways in which individuals can continue to live out their vocations.
... Involvement in public policy issues that provide more options for seniors.
... Individual assistance in dealing with health and financial issues.
... Ongoing individual support for seniors in adapting to changes in their life situations through counseling, mentoring and self-directed learning.
... Adult education curricula including church school and retreat outlines (see resources in this section).

The good news is that older employees, the fastest-growing segment of the workforce, are also the most productive. The bad news is that they still must deal with the slings and arrows of age discrimination.

The discrimination, says Robert Atchley, Ph.D., professor of gerontology and director of Miami University of Ohio's Scripps Gerontology Center, comes in many forms. The most overt: Older employees are less likely to be recommended for promotion, additional training or positive reassignment or to receive corrective feedback. And when the going gets tough they're the ones terminated or encouraged to retire.

Despite research showing that older workers are very often superior performers, management still harbors myriad ageist misconceptions. "While research shows objectively measured output increases with age," says Atchley, "managers still assume that older workers have declining output."

Atchley and colleague Mildred Seltzer, Ph.D., education and training director at Scripps, advise managers of the advantages of older workers. Besides high output and low turnover, research shows that people who have practiced skills over a long time tend to maintain peak performance well into old age. And older workers are better able to tap the informal networks that get jobs done. "The older worker's greatest asset may be helping other workers avoid repeat mistakes," says Seltzer.

As for the myth that older workers have more health problems? Unfounded, says Atchley. "Health impairment can occur at any age."

Bottom line: Today's manager should analyze the future of his/her workforce. Eliminating age discrimination is not only morally right, it's economically sound as the number of young workers declines.

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VIII. **PRE-RETIREMENT AND RETIREMENT**

H. Daniel Lea and Zandy B. Leibowitz, **Adult Career Development: Concepts, Issues and Practices** (Second Edition). Washington: National Career Development Association, 1992.

Among those over 65, 15.8 percent of American men and 7.3 percent of American women are still in the labor force.

Places Rated a•l•m•a•n•a•c by Richard Boyer. New York: Prentice Hall Press (a division of Simon & Schuster, Inc., 15 Columbus Circle, New York, NY 10023), 1989. All 333 metropolitan areas ranked and compared for living costs, job outlook, crime, health, transportation, education, the arts, recreation and climate. Bolles says "highly recommended; a knockout of a book; they update it periodically."

Second Careers: New Ways to Work After 50 by Caroline Bird. Boston: Little, Brown and Company, 1992. Writes Bolles: "The subject of this book is not what 'seniors' ought to do after age 50, but what in fact they *do* do...and why. This book is Bird's 'report to the nation' of her analysis of some 36,000 questionnaires sent in by readers of **Modern Maturity** Magazine. Highly recommended."

Is retirement coming to an end...as we traditionally know it? Take a look at "The End of Retirement" by Susan Champlin Taylor in the October-November 1993 issue of **Modern Maturity**. Taylor—from the south of France to the hills of Cameroon—discusses with seniors the meaning of work—and whether we can ever afford to stop.

A Massachusetts law provides free tuition at public colleges and universities for all residents over 60. Over 80 percent of the participants have been women.

Cover story of the June-July 1993 issue of **Modern Maturity** focuses on job hunting after 50: "How to Find a Job: New Ways of Winning in Today's Tough Market." The boxed sidebars alone are worth their weight in gold!

Age Wave: The Challenges and Opportunities of an Aging America by Ken Dychtwald and Joe Flower. New York: Bantam Books, 1990. Richard Bolles calls this "the most important book out yet on all the implications of aging."

Bridges to Retirement: Older Workers in a Changing Labor Market Ithaca, NY: ILR Press (Cornell University), 1990.

Comfort Zones by Elwood Chapman may well be the best-selling retirement planning book in America (Career Research & Testing, 2005 Hamilton Ave., San Jose, CA 95125; (1-800) 888-4595—the second edition is out, and the price is about $15—or try your local bookstore). Florence Gross wrote, in **Modern Maturity,** "You get hooked on this big, friendly workbook." This learn-as-you-go guide covers all the basics of making the transition from the world of work into retirement. It's full of exercises, case studies and practical planning tools that get the reader involved. There's straightforward advice on essential topics ranging from attitude and use of leisure time to financial planning and estate planning. **Comfort Zones** is the primary retirement-planning resource for more than 200 organizations.

Career Research & Testing, by the way, has the **Comfort Zone** video-based planning program. It runs about $500, quite an investment, but some may want to investigate it. Career Research also has the Clare Corbett and Nancy Urquhart leader's guide for **Comfort Zones** which runs about $30.

"Retirement Planning for Clergy: Need and Content" by J. Conrad Glass, Jr., available in the Vocation Basic Resource Packet issued by UCBHM (1). Glass teaches in the Department of Adult and Community College Education, North Carolina State University, Raleigh. Keenly aware that retirement is "one of the most critical transitions in the life cycle," he here focuses on the specific traumas ***and possibilities for clergy***. Glass looks at pertinent issues related to the problems, fears, and satisfactions of retirement for clergy and offers objectives, content areas, and methodologies for pre-retirement education. While clergy share most the potential pitfalls of other persons as they look ahead to retirement, Glass is

America's Great Untapped Resource

More than half of all current workers ages 50 through 64 say they would continue working past their expected retirement age if their employers would offer them retraining, continued pension contributions, or more flexible working arrangements; as many as 5.4 million older Americans (one in seven of those currently *not* working) say they would work if they had jobs. So finds The Commonwealth Fund's Americans Over 55 at Work Program final report, which identifies a broad range of institutional policies and practices that limit the opportunities for this population.

The Untapped Resource **says our society disregards or undervalues the productive capacity of older Americans. Says Fund executive vice president Karen Davis, "The skills, experience and energy of these older workers are vital resources that must be fully utilized if the nation is to meet its serious economic and budgetary challenges." Some of the report's recommendations toward that end:**

- **Institute flexible work policies, partial benefits, and other programs that would encourage part-time work as a retirement bridge.**
- **Provide skill-enhancing training to older workers.**
- **Expand opportunities for self-employment.**
- **Improve pension portability and make pensions age-neutral.**
- **Expand the Earned Income Tax Credit to lower-income workers age 65 and older.**
- **Create a national seniors corps to address community needs.**

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keenly aware of the unique characteristics associated with the calling to ministry and how the uniqueness affects clergy attitudes toward and adjustment to retirement.

RETIREMENT ORGANIZATIONS

Administration on Aging
US Department of Health, Welfare & Education
330 Independence Ave., SW
Washington, DC 20001

American Association of Homes for the Aging
Suite 770, 1050 - 17th St., NW
Washington, DC 20036

American Association of Retired Persons (AARP)
1909 K St., NW
Washington, DC 20036
(Publications: **Modern Maturity, AARP News Bulletin, Dynamic Maturity)**

American Health Care Association
1200 - 15th St., NW
Washington, DC 20036

Gerontological Society, Inc.
One Dupont Circle, NW
Washington, DC 20036

Gray Panthers
3700 Chestnut St.
Philadelphia, PA 19104

National Association of Retired Federal Employees
1553 New Hampshire Ave., NW
Washington, DC 20036

National Association of Area Agencies on Aging
1828 L St., NW
Washington, DC 20036

National Association of State Units on Aging
1828 L St., NW
Washington, DC 20036

National Caucus on the Black Aged
1730 M St., NW
Washington, DC 20036
(Publications: **Perspective on Aging, Older Worker Newsletter, Current Literature on Aging, National Institute of Senior Centers Memo)**

National Council of Senior Citizens
1511 K St., NW
Washington, DC 2005

Urban Elderly Coalition
1828 K St., NW
Washington, DC 20036

As we write, AARP is trying to launch a new publication, **Next**, initially to be distributed to businesses rather than individuals. The editor, writing in the Premier issue, says: "Whether your dream is early retirement, staying employable in a fast-changing workplace, maintaining good health or protecting your lifestyle against the stresses and strains imposed upon it, we want to help you achieve it." **Next**, which stands for News, Experiences and Trends, holds a lot of promise. If you can't find it floating around your community, try dropping a line to AARP and asking how you can get hold of it.

"Many churches are reaching out to their graying congregations by offering retirement planning and guiding older member to new interests. The Episcopalian church runs a referral hotline to help older adults and their families find local programs, and encourages older and younger members to 'adopt' one another and celebrate holidays together. Keeping the elderly involved in a church community maintains the credibility of religion. Without evidence of a lifelong commitment to faith, younger generations may view church as a social club and not as an integral part of their lives."

...from <u>The Seasons of Business: The Marketer's Guide to Consumer Behavior</u> by Judith Waldrop and Marcia Mogelonsky, ©1992 *American Demographics, Inc.* Used by permission.

If your church has a number of people headed toward retirement, you may want to consider getting in touch with your local Social Security office. A new videotape, **"Changing Focus,"** provides the basic information people need to know about SS as they approach retirement. This 20-minute video can be used along with Social Security publications such as the Administration's popular booklet **"Retirement"** and the "Personal Earnings and Benefit Estimate Statement." You can obtain a supply of these publications from Social Security for a gathering or a seminar. You can also make arrangements to borrow the videotape from SS offices or, in many cases, from public libraries.

Focusing on educational opportunities for older adults, the North Carolina Center for Creative Retirement, Dept. P, University of NC at Asheville, Asheville, NC 28804-3299 offers a seminar to explore its model of older adult education. That model covers programs such as peer-learning and teaching in a College for Seniors; a statewide Creative Senior Leadership Program; a humanities outreach program, Life Journey; a retiree-undergraduate mentor program, Senior Academy for Intergenerational Learning; a public school volunteer program; and related activities including wellness, retirement planning, and research.

Check out the Center on Aging at Northeast Louisiana University, or The Institute for Gerontological Research and Education (TIGRE) at New Mexico State University in Las Cruces.

Check out the Commonwealth Fund's study **"Americans Over 55 at Work Program"** (see box earlier).

Don't forget, as well, that volunteerism ranks high, near the top, on Government agendas and on older Americans' agendas. The Consumer Information Center (Dept. 82, Pueblo, CO 81009)

An interesting glimpse at the "Darwinian Workplace" can be had by looking at the January 25, 1993 issue of Fortune. Full of flashes: ***People ages 50 to 60, though still energetic, are being passed over, pushed out, or shot with the silver bullet of early retirement in extraordinary numbers..., While Generation 13, the 80 million people born between 1961 and 1981, will continue to scramble for the baby-boomers' meager leavings..., The old career path no longer exists..., Ameritech, remaking itself to meet the challenges of the 21st century, simply doesn't need so many people; most big corporations are reaching the same conclusion....***

has a helpful booklet, **A Guide to Volunteering for Older Americans**, you would do well to have handy.

The AARP Worker Equity Department, 601 E St. NW, Washington, DC 20049 (4) produces a veritable treasure trove of materials on retirement and on work for older Americans. Rather than catalog them all, we want to suggest you do this (trusting you, or someone in your church, belongs to AARP): write for the **Worker Equity Resources** catalog; then get copies of the material; write to get **Working Age (be sure to write on 'official' stationery)**, the AARP newsletter about the changing work force, which comes without charge.

Indicate to AARP (4) you want complete information about two AARP programs—*Think of Your Future* and *Think of Your Work Future*—both of which your church, or a group of churches, or some community organization might be interested in putting on or cooperating in making available in the community from time to time. Both of these programs are flexible and can be presented in seminar, lecture/workshop, lecture, and self-study formats.

Indicate, when you write, that you also want any literature catalogues put out by any other departments or AARP per se, concerning retirement planning (things like **Tomorrow's Choices: Preparing Now for Future Legal, Financial, and Health Care Decisions).** While older Americans are going on working, and vocation and career help is our aim here, older Americans have to deal with the new arena of "retirement age" with its new rules, new regulations, and new problems/opportunities. As the "graying of America" has far-reaching implications for all of society, it impinges most heavily on those who are doing the "graying"!!!

Send a note to AARP Public Policy Institute (4) and ask for a listing of the publications such as **Issue Briefs** (e.g., "Women and Social Security: Challenges Facing the American System of Social Insurance," "America's Aging Workforce," and "Health Benefits in Retirement: Current Trends and Their Implications") and **Fact Sheets** (e.g., "Social Security Disability," "The Americans with Disability Act (ADA)," or "The Windfall Reduction").

Chapters by Geraldine M. Horton and Dennis W. Engel, on "Career Counseling for the Mature Worker," and by Bruce R. Fretz and Marilyn W. Merikangas, on "Preretirement Programming:

Needs and Responses," along with reference notes at the end of both chapters, are helpful in Lea and Leibowitz (full reference on page 23 above), **Adult Career Development.**

National Older Workers Information System (NOWIS), sponsored by AARP, helps provide employers with information about model employment programs nationwide. It will provide the names of companies with innovative older-worker policies. Other topics tracked by NOWIS is: hiring older workers and retirees; job redesign; job sharing and flexible scheduling; training and placement programs; transition to alternate careers; benefits for older workers and retirees; and rehiring retirees with retention of benefits. To receive a basic NOWIS information packet, employers should write to: Business Partnerships, AARP Worker Equity Department, 1909 K St., NW, Washington, DC 20049; (202) 662-4959.

While we've devoted the next section to some special concerns of clergy and vocation, we've already made reference to the Glass article concerning clergy retirement here. So we hasten to remind clergy that they might benefit greatly in planning their futures (it influences their work future) if they were to attend one the Pension Boards' Pre-Retirement Seminars early, right about the time they turn 50. Many clergy envision such seminars as helpful only when they are right at the point of retirement. Not so. It's often too late then for such seminars to be helpful. Clergy should check this out with their Conference Ministers, or with the Pension Boards.

ELDERHOSTEL: THE NEXT GENERATION
By Judith M. Goggin

"It's like shoeing a horse on the dead run." That's how Elderhostel's program staff often describe how it has felt to keep up with the rapid growth and change of the international educational network for older adults. Begun in 1975, Elderhostel now operates in more than 1,800 U.S. and Canadian educational sites and in 45 countries worldwide....Still popular, the one-week summer stay averages just $275 in the United Sates for a campus dorm room, cafeteria meals, three college-level courses and extracurricular activities. No homework, no grades and no prior knowledge of the subject are required. Some call it a better bargain than staying at home.

Today, though, hostelers can visit sites year-round, take advantage of intergenerational programs, matriculate in "Supersites" that offer programming during 20 or more weeks or sign up in their home communities for the recently developed Institute Network.

Over the years, participating institutions have created variations on the Elderhostel theme. For example, elders can now bring their own recreational vehicles to a program designed to study an environmentally rich site like a state or national park.

In many places, the three-course format has given way to the concentrated study of a single theme like the American presidency or Italian opera.

Outdoor adventurers can now rappel cliffs or tackle white-water rafting while they explore the dynamics of teamwork, trust and group process.

Intergenerational programs have sprung up from Hawaii to North Carolina, to involve older adults with young people in a common academic pursuit. In one such program, grandparents and grandchildren retraced an overland trail in South Dakota. They lived and traveled in covered wagons while they learned about the challenges of western expansion.

Intensive studies programs allow the serious student to tackle a subject in a concentrated way, doing advance preparation, research and a final project.

Once only a summer program, Elderhostel activities are now offered every week of the year, both on and off campus. When dorms are full, colleges have found alternative housing, from camps to retreat centers.

The program sponsors have expanded from the college and university base to include other educational and cultural institutions. Museums, historical societies, environmental education centers and presidential libraries are now counted among Elderhostel's hosts.

A recent development is the growing number of "Supersites." There are now about 50 institutions across the country offering 20 or more weeks of Elderhostel programming per year.

In 1989 Elderhostel undertook an initiative to advance and promote the development of a new educational program. Over the past 30 years, institutes for learning in retirement have quietly become a growing force in continuing education for older adults.

Unlike the traditional residential Elderhostel model, institute members participate in the program close to home. The institutes are self-governing and self-financed through annual membership fees participants pay to local institutes, which are sponsored by colleges and universities. Elders shape curricula and attend courses designed and taught by their peers.

Elderhostel established the Institute Network office to serve as a link among institutes so they can exchange ideas. For example, the network organizes regional and statewide miniconferences where institute members can conduct such business as developing curricula, examining organizational issues, and planning membership recruitment campaigns.

The network publishes a newsletter and provides technical advice. For example, Elderhostel will help potential new sponsors invite older participants from their area to a development workshop or introductory conference...[and] serves as a clearinghouse for information from the institutes....

Judith M. Goggin is the program director of Elderhostel, 75 Federal St. Boston, MA 02110-1941; 617/426/7788.

Call your local Social Security Administration (or try 1-800/772-1213 between 7 a.m. and 7 p.m.) and order these publications to have on hand:

Understanding Social Security (Publication No. 05-10024): a brief overview of each of the Social Security programs.
Retirement (No. 05-10035): a guide to SS retirement benefits.
Disability (No. 05-10029): a guide to SS disability benefits.
Survivors (No. 05-10084): a guide to SS survivor benefits.
SSI (No. 05-11000): a guide to the Supplemental Security Income program.
Medicare (No. 05-10043): a guide to Medicare benefits.

All of these publications are also available in Spanish.

Also, ask about these publications as well:

Medicare Handbook and **Social Security Update** (the latter No. 05-10003; which gives the latest on premium amounts, deductibles, coinsurance payments, and other figures that change every year).
Medicare and Other Health Benefits (No. HCFA 02179): a guide to who pays first when you have other health insurance in addition to your Medicare coverage.
Medicare and Advance Directives (No. HCFA 02175): a guide to actions needed to make sure that decisions made now—in advance of becoming ill—will be followed in the event of becoming physically or mentally unable to communicate such wishes.

Check in one of your local libraries for the July 1979 issue of **The American Journal of Psychiatry** and take a look at Bernice L. Neugarten, Ph.D., "Time, Age, and the Life Cycle." The theme statement Neugarten presents thusly: "Psychologists are increasingly interested in the life cycle as the unit of study and in such questions as whether adult development, like child development, is to be perceived as a succession of stages. A stage theory of adult life seems oversimplified for several reasons. First, the timing of life events is becoming less regular, age is losing its customary social meanings, and the trends are toward the fluid life cycle and an age-irrelevant society. Second, the psychological themes and preoccupations reported by young, middle-aged and older persons are recurrent ones that appear and reappear in new forms and do not follow in a single fixed order. Third, intrapsychic changes occur slowly with age and not in stepwise fashion. These factors may have implications for the psychiatrist who, in helping the patient make a meaningful life story from a life history, deals always with issues of time, timing, and aging.

Audio-Visuals

Be sure to check out AARP in this area, too, Call or write their Program Resources Department) for videos such as:

"Quiet Courage," a 28-minute video focusing on five older women who overcame personal and professional obstacles to find self-confidence and meaningful employment. The video also presents strategies an information to help older women build their confidence and self-esteem.

"Think of Your Future: Retirement Planning," a 17-minute, color videotape demonstrating the value and need for retirement planning from both employers' and employees' perspectives.

"Partners in Charge," a 17-minute, color videotape demonstrating the many contributions the older, displaced homemaker brings to the workplace.

We wish we knew a group of retirees with whom we could discuss vocation and retirement, or how to put vocation aside and relish retirement. Right now, we'd just like to know a group of retirees who loved to read and compare notes.

First, we'd ask them all—women ***and men***—to ponder feminist pioneer Betty Friedan's important recent book, **The Fountain of Age**, all 653 pages of it. The "fountain of age," in Friedan's view, is not to be found in any singly defined place, but in "the new simplicity of not trying to...deny one's age. It's as if only by giving up those youthful illusions and demands, fears and dreams, by being your own age..that you have the strength to move on to that new place."

Then we'd ask them all—men ***and women***—to try to get inside, or at least along side, the residents of Linda Manor nursing home near Northampton, Massachusetts—especially Lou Freed (age 90) and Joe Torchio (age 72)—and their fellow cast, a "community founded merely on illness" (**Old Friends**, by Tracy Kidder). The residents cope in a variety of ways—some the better for it, some not—fascinating as Kidder tries to show the people beneath the dull and unpleasant symptoms he encounters.

CLERGY and OTHER CHURCH VOCATIONS

Back at the beginning of this **Index** we told people to mark calendars for Church Vocations Sunday. We've spent most of this volume looking at the laity in our churches. Here we want to take a little time to think about vocations and work **professionally within the church**.

Within the Church "paid professionals" are in a unique vocational situation. Clergy are, as it were, servants of the servants of God, one of the early designations given to clergy—parish priests that is—was servus servorum Dei, referring to the priest as the servant of the people. Pope Gregory, when he was elected Pope in 590 favored that designation for himself. By the 9th century it began to be used only by popes, with the meaning shifting, the pope being servant of the bishops and priests. It seems to have a deeper meaning when priest is seen as servant and neatly tied to the priesthood of all believers. It's a role clergy strive for as the highest calling, the first being last and the last, first. It's also a role extremely difficult, sometimes often almost unattainable in the chaotic and fast-paced world clergy (and laity) live in these days.

The majority of full-time religious workers are pastors in congregations. But these days the list certainly doesn't end there. There are quite a few vocations, jobs, within the life of institutional churches: directors of Christian education, church musicians, chaplains, campus ministers, missionaries, pastoral counselors, community organizers, administrators and staff of health and service agencies, college and seminary teachers, staffs of church boards and agencies, conference and association ministers and staff persons, artists, writers, camp and conference center directors, church business administrators, denominational and interdenominational officers, professional staffs of area and state councils of churches, and the list goes on.

Two major thoughts come to us when we look at a "job list" such as that above: What ought we be doing to challenge people to go into such work, and how can we be supportive and encourage those who are in such "jobs" to do the kind of self-reflection needed to evaluate how vocation renews itself in such work.

Church Vocations Sunday, usually around the beginning of Lent in the United Church of Christ, is one special day we encourage members to consider full-time service within the life of the church. But we can encourage people ***all year long***. There are some suggestions about this, and materials, in the section which follows this introduction.

Donald P. McNeill, Douglas A. Morrison, and Henri J. M. Nouwen, Compassion: A Reflection on the Christian Life. Garden City, N.Y.: Doubleday, 1982.

While the authors discuss only the distinction between vocation and career, not everyone has a job that is also a career. Yet there is an equally valid distinction between vocation and occupation, i.e., one's livelihood, whether or not it is a career. Work, of itself, may or may not be vocation. Undue emphasis on work of any kind can leave little time, place, or room for God's call. See Esther de Waal, Seeking God: The Way of St. Benedict (Collegeville, Minn.: Liturgical Press, 1984) p. 107: "There is no nonsense here about it being in some way praiseworthy to be overworked."

On the other hand, as our lives become more centered in God, we tend to grow in our sense that God touches others through our work, whatever that work may be. When we go into the workplace, we carry Christ with us. See Brother Lawrence [Nicolas Herman, 1611-91], throughout. (The Practice of the Presence of God. Cincinnati: Forward Movement Publications.)

Ordained ministers can be particularly susceptible to regarding their priestly occupations as synonymous with God's call. Ordained ministers also have responsibilities toward family, friends, and self. To ignore such responsibilities and devote time excessively to matters of ordained ministry can deafen even a priestly ear to God's entire call. Thus, C. S. Lewis cautioned Sheldon Vanauken against becoming a priest because it could debase his Christianity by turning it into an occupation. (Sheldon Vanauken. A Severe Mercy. San Francisco: Harper & Row, 1977. See pp. 105-106.)

from an *Endnote* to the first chapter of Listening Hearts: Discerning Call in Community, by Suzanne G. Farnham, Joseph P. Gill, R. Taylor McLean and Susan M. Ward. Harrisburg, PA: Morehouse Publishing, 1991.

But what about those who have already committed themselves to full-time service? **Parade** magazine, a short three years ago, seemed to think that "ministers under stress" was significant enough that it should be featured in its April 14 (1991) issue. The feature story begins by focusing in on a preacher/teacher/minister/counselor/fund-raiser/administrator who announced he was calling it quits and retiring early lest his obituary read: "beat up, burned out, angry and depressed, no good to himself, no good to the people he loved."

This article serves as a warning that full-time "professionals" in religious vocations need periodic reviews—both personal reflection times for themselves as well as from those responsible for these professionals in their ministry. Ministers, for instance, owe it to themselves, and to their congregations, to go on "retreat" (to take time for their own spiritual and physical well-being, their own Luke 9:28 ff. experience!).

At the same time, ministers (and other full-timers) sometimes need the helpful prodding and sensitizing many of us have in our worlds of work with "job performance reviews." The United Church of Christ **Manual**

of Ministry speaks of a process of review as essential and integral to a minister's "calling." Such a periodic review gives the minister, the congregation, the wider church an opportunity for reflection and reassessment of ministry, and holds the minister accountable for the continuing validity of his calling to ministry.

We are reminded of a worst-case scenario of the silver screen depicting the call and vocation of a parish priest, namely ***Le Journal d'un Curé de Campagne (The Diary of a Country Priest,* 1950)** directed by Robert Bresson. Otherwise, there are virtually no commercial films one can turn to to create a reflective mirror for a clergy trying to deal with his or her vocation, other than Bresson's. Other films are simply not playing in Peoria—or anywhere else for that matter! (We suppose, if clergy really want to have filmatic reflection, they could rent this classic from some art film source (try Facets Video, 1517 West Fullerton Ave., Chicago, IL 60614; 1-800/331-6197 or 312/281-9075), though we don't really recommend it; it could be more depressing than helpful.)

The film will not mirror the lives of most clergy, hopefully far from it. (We said it is truly a worse-case scenario, and we really meant it!) But the film can focus on the extremes of trying to create community and communion, the isolation of vocation, the agony of loneliness, the struggle to identify with the people yet sometimes feeling so estranged, the difficulty of being with the people of one's parish yet not one of them, the sometimes separation from a close confidant and friend. These, for many clergy, are **realities**, and not very pleasant ones.

A word of caution may be in order. The positive sense of call that the minister feels can lead to the dangerous attitude that the minister is accountable to God alone and need not pay any attention to the reservations and concerns of those providing support. Conversely, the positive sense of "ownership" that the support group develops for the minister and vocation can turn into the dangerous notion that the minister is accountable only to that support group. Be wary of either attitude.

—Listening Heart, discussing "Accountability for Ministries."

Bresson turned down the original script for the film, thinking that it was not close enough to the Georges Bernanos novel (if clergy think it is too much to seek out the film, the Bernanos novel would make good, reflective reading). The central core of the book, in Bresson's thinking, was the spiritual development of the young country priest, and he wanted to put no side issues on the screen, to strip it of "externals" and give it the purity of a Racinean tragedy. The film could do that; the novel did not.

Roy Armes (**French Cinema Since 1946**, Vol. 1. pp. 128-129. London: Tantivy Press, 1966) paints the most helpful, brief synopsis of Bresson's classic:

The film traces the progress of its hero from his arrival as priest in the village of Ambricourt through his sufferings and struggles to his death of cancer. His temperament does

not allow him to make contact with the peasants of the village but he does become involved in the domestic rivalries at the Chateau, where he reconciles the Countess to God shortly before her death. The whole world around him is an alien one, all his actions are misinterpreted and his neighbors despise him as a drunkard. Alone, he fights a solitary battle against illness, despair and finally death. Outwardly the Curé is a frail childlike figure but in the course of the film his impact on the characters around him makes clear to us his very real spiritual power.

Anxious, guilty, lonely, mortally ill, the priest does not find the gathering of inward grace an easy task. Yet by his death the images of his struggle have built Bresson's belief in the immanence of the absolute in the world—that "all is grace." The clergy's effort to make a "gesture of total acceptance" is a stated goal, but we do not get to see him performing the ritual; we see only his face revealing the failure of the gesture.

In effect, this priest is isolated, scorned, and humiliated in the provincial community for which he should be the center of communion in every sense of the term. He finds transcendence only in death, though it is an isolated death born of sickness. As in many Bresson films, narrative turns in one way or another on isolation and humiliation, on estrangement and the impossibility of a desired community.

It will not be **your** life (if you are clergy), nor that of **your pastor** (if you are a lay person). It **will** raise questions, **draw out** some parallels, **focus** some issues, **raise thoughts** about issues not touched in the film. (And introduce you to a classic film by a classic director few know and few dare to touch these days.)

IX. CLERGY AND OTHER CHURCH VOCATIONS

Clergy Assessment and Career Development edited by Richard A. Hunt, John E. Hinkle, Jr., and H. Newton Malony. Nashville: Abingdon Press, 1990. A survey of current issues and theories, perspectives, and technology for doing psychological assessment of candidates for the ordained ministry and of clergy presently serving the life of the church. This study was commissioned by the Division of Ordained Ministry of the Board of Higher Education and Ministry of The United Methodist Church.

What makes a good pastor? Should we call this pastor to our church? Will this pastor's gifts fit the needs of the congregation and denomination? These questions are constantly asked by churches? The opposite side of the questions (Will I respond favorably to this call to this church? Will my gifts fill the needs of this church? Will I make a good pastor . . . and am I *still* a good pastor?)

This volume attempts to examine the lifetime development of a clergy person, the assessment procedures that should be used, the diversity of clergy types, and the ways that different denominations evaluate clergy.

You've probably heard this before: there was a professor of ethics at an esteemed university (when we heard it, it was at a leading seminary!) attending a national convention. He was lunching at a restaurant with a philosophy colleague of his, deep in discussion over lunch of issues of truth, morality and other philosophical/theological issues of ethical import. When they had finished lunch and before they left the table to pay the bill, the professor slipped the silverware into his jacket inner pocket. Aware that his colleague had a quizzical look on his face, the professor explained, "I just *teach* ethics. But I need the silverware."

Vocationally the professor was paid to teach students the principles of right and wrong. In the classroom, vocation; outside the classroom, no attempt to put the vocation, the principles of ethics, into practice. Profession without practice = hypocrisy.

Be sure to have around, to give to young people, **"What Are You Doing with the Rest of Your Life?"** especially designed to help young people ponder ways God may be calling them to consider ministry in a church-related vocation, available from United Church Resources (6).

Ministers would do well to have some of the resources on Leadership Development available also from United Church Resources (1). Among those which could be helpful in reviewing continuing education, self-assessment and planning:

Parish Minister's Guide to Planning for Continuing Education, modeled after the "Survey of Resources for Development in Ministry Plan Book" developed by Thomas E. Brown of the Center for Professional Development in Ministry, Lancaster Theological Seminary. It's a step-

by-step workbook for a pastor to assess strengths and needs, set goals, identify resources, and engage in continuing education for a more satisfying and effective ministry. $4.

Clergy Evaluation describes methods of evaluation of clergy for growth and development. $2.

In Support of Ordained Ministry is a series of four booklets designed to assist clergy at different times in their ministry. $4.25. Sold separately: Getting Started in Your New Place for Ordained Ministry, $1.50; Maintaining Vitality While Serving in a Parish Ministry, $1; When a Pastor Seeks a New Place for Ministry, $1.50; and Planning for Retirement, $1.50.

The Pastoral Relations Committee provides guidance in setting up or continuing this important committee in a church's life. $4.

"Retirement Planning for Clergy: Need and Content" by J. Conrad Glass, Jr. (more detail on this helpful paper, as clergy think about time to leave the parish through retirement, will be found under the section on "Pre-Retirement and Retirement").

There are career counseling centers established with the primary goal of assisting clergy, and hopefully others in church vocations in many instances, with career assessment. The ratings on these centers varies, but we would be amiss if we did not mention them for the potential value they have:

The Center for Ministry
8393 Capwell Dr., Ste. 220
Oakland, CA 94621-4246
510/635-4246

The Career and Personal Counseling Center
Eckerd College
St. Petersburg, FL 33733
813/864-8356. Ext. 356

Career Development Center of the Southeast
551 Kirk Rd.
Decatur, GA 30030
404/371-0336

Midwest Career Development Center
1840 Westchester Blvd.
Westchester, IL 60154
708/3436268
and also at
2501 N. Star Rd.
Columbus, OH 43221
614/486-0469

and also at
754 N. 31st St.
Kansas City, KS 66110

Center for Career Development and Ministry
70 Chase St.
Newton Center, MA 02150
617/969-7750

North Central Career Development Center
3000 Fifth St., NW
New Brighton, MN 55112
612/636-5120

Northeast Career Center
407 Nassau St.
Princeton, NJ 08540
609/924-9408

For additional listings, see next page.

The Career and Personal Counseling Service
St. Andrew's Presbyterian College
Laurinburg, NC 28352
919/276-3162
and also at
4108 Park Rd., Ste. 200
Charlotte, NC 28209
704/523-7751

Lancaster Career Development Center
561 College Ave.
Lancaster, PA 17603
717/397-7451

Southwest Career Development Center
Box 5923 Arlington, TX 76011
817/640-5181

(Richard Bolles, in **What Color Is Your Parachute**, usually has a list of career counseling centers from a religious point of view. Those in church vocations may find one of these centers closer, or more advantageous for various reasons.)

Some clergy, in their vocational path through life, will already have determined that their calling demands a change of location while remaining committed to the parish ministry. A helpful volume to have in hand at such a juncture is Loren B. Mead, Arthur F. Miller, Russell C. Ayers and Richard N. Bolles, **Your Next Pastorate: Starting the Search** (No. AL122, and costing about $8.95) from the Alban Institute, Suite 433 North, 4550 Montgomery Ave., Bethesda, MD 20814-3341; (1-800) 486-1318; fax (301) 718-1966.

LET S LOOK AT OUR VALUABLE SEMINARIES

The United Church of Christ is proud to have seven seminaries (we used to call them "closely related seminaries") supported through the seminary support plan, as well as seven additional seminaries with historical ties to the denomination's rich heritage. These seminaries have taught many of our clergy, and many offer continuing counsel and education to our clergy through continuing education opportunities. At the same time, these seminaries afford a variety of opportunities for people in our churches to explore their interest in the possibilities of full-time, or part-time, service within the life of our churches. Here are some things we found out in just a cursory and surface look at these richly staffed institutions:

Andover Newton Theological School
210 Herrick Road, Newton Centre, MA 02159
Joseph O'Donnell, Jr., Director of Continuing Education
(617) 964-1100
Around the last weekend in February, at the annual Conference on Ministry, and at an annual spring Open House are special times for visitors to visit seminary and explore vocation issues including full-time service as a minister or other profession. Andover also has monthly Evening Information Sessions to introduce people to the many possibilities that theological study holds and to help people see how it could fit into their futures. That's just the beginning of the list for vocational exploration. Also, the list of continuing education opportunities for clergy is extensive and should be explored.

Bangor Theological Seminary
300 Union Street, Bangor, ME 04401
(207) 942-6781
with related campuses at:
159 State Street, Portland, ME 04101
40 College Street, Hanover, NH 03755
Bangor has no continuing education director, but focuses special occasions for prospective students to visit and explore full-time Christian service especially during February and June. This year Bangor hosted weekends on each of its three campuses on "Calling and Vocation: Theological Education for the 21st Century." Opportunities for clergy to refresh themselves are extensive and open to all.

Chicago Theological Seminary
5757 S. University Avenue, Chicago, IL 60637
(312) 752-5757
If you are, or your church is, in the Chicago area, call the seminary about a visit, its special events for prospective students, and the special events for contiinuing study and learning for ministry.

Eden Theological Seminary
475 East Lockwood Avenue, Webster Groves, MO 63119
Marilyn Breitling, Director of Continuing Education
(314) 961-3627
The first week after classes begin in February is a special time at Eden for visitors to come to the seminary to consider seminary training for full- or part-time service related to the church. Throughout the year short- and long-term opportunities abound for formal and informal continuing education for clergy and others.

Lancaster Theological Seminary
555 West James Street, Lancaster, PA 17603
Barbara Stephens, Continuing Education
(717) 393-0654
Each year, the Department of Admissions and Student Services, the faculty, administration, and students join in hosting two weekends for persons who want to learn more about Lancaster. T he weekends are usually in October and in February. For more information about these DISCOVER weekends, call collect to the above telephone number and ask for Admissions.

Pacific School of Religion
1798 Scenic Avenue, Berkeley, CA 94709
Carol Voisin, Director of Special Studies
(510) 848-0528
February and November are times PSR focuses especially on providing opportunities for potential students to visit and explore Christian vocation. As well, campus visits are strongly encouraged where persons can explore a calling to Christian service. Opportunities for continuing and occasional refresher education for ministry and Christian service are varied, and persons interested should visit, write or telephone PSR to discuss what such are.

United Theological Seminary
30000 - 5th Street, NW, New Brighton, MN 55112
Barbara Anne Keely, Director of Continuing Education
(612) 633-4311

Bangor Theological Seminary
300 Union Street, Bangor, ME 04401
(207) 942-6781
with related campuses at:
159 State Street, Portland, ME 04101
40 College Street, Hanover, NH 03755
Bangor has no continuing education director, but focuses special occasions for prospective students to visit and explore full-time Christian service especially during February and June. This year Bangor hosted weekends on each of its three campuses on "Calling and Vocation: Theological Education for the 21st Century." Opportunities for clergy to refresh themselves are extensive and open to all.

Chicago Theological Seminary
5757 S. University Avenue, Chicago, IL 60637
(312) 752-5757
If you are, or your church is, in the Chicago area, call the seminary about a visit, its special events for prospective students, and the special events for continuing study and learning for ministry.

Eden Theological Seminary
475 East Lockwood Avenue, Webster Groves, MO 63119
Marilyn Breitling, Director of Continuing Education
(314) 961-3627
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Barbara Anne Keely, Director of Continuing Education
(612) 633-4311

United Theological has an extensive list of continuing education opportunities, and Barbara Keely can provide up-to-date information on current plans for the variety the seminary offers. Also there are special events planned for both spring and fall aimed at helping potential students explore what life at the seminary would be like.

* * * * * *

Hartford Seminary
77 Sherman Street, Hartford, CT 06105
(203) 232-4451
Connecticut residents will want to check both Hartford and Yale for prospective study, and for continuing education opportunities. A simple telephone call to Admissions could be very rewarding.

Harvard University Divinity School
45 Francis Avenue, Cambridge, MA 02138
(617) 495-5761
You can visit the School in order to get a sense of the context in which study might take place. Admissions officers hold individual informational appointments with prospective students. Tours of the School are available year around. During the spring and fall you can visit classes, go to the Dean of Student's Tea and paraticipate in Community Worship Service. The last Friday in November the Admissions Office hosts Theological Education Day with a day-long program with faculty speakers, student panels, a financial aid forum, and faculty and administrative open office hours.

Howard University School of Divinity
1400 Shepherd Street NE, Washington, DC 20017
Dr. Michael Newheart, Assistant Professor of New Testament
(202) 806-0500
Continuing education opportunities are planned in cooperation with the Howard University School of Continuing Education. You can get CE units through conferences, seminars, and consultations, with an extensive list of opportunities for both clergy and lay people. Prospective students are always welcome.

Interdenominational Theological Center
671 Beckwith Street, SW, Atlanta, GA 30314
Dr. Marvin L. Morgan, Director of Continuing Ed Extension program
(404) 527-7700
The Extension Education Program at ITC serves people who want and need to participate in a structured program of theological studies but do not envision the possibility of enrolling in a degree program. Education sites are located in a number of cities on college campuses, in local churches, public schools and community centers. ITC, through such programs, focuses a great help to the religious leadership of the African-American churches.

Seminario Evangelico de Puerto Rico
776 Ponce de León Avenue, Hato Rey, PR 00918
Julia Batista, Director of Continuing Education
(809) 751-6483
The Evangelical Seminary of Puerto Rico welcomes prospective students, making arrangements for visits by appointment, Those interested in opportunities for continuing education should call Julia Batista to learn about opportunities planned for the near future.

Union Theological Seminary
3041 Broadway, New York, NY 10027
(212) 662-7100
Union, located near Columbia in Manhattan, offers a variety of opportunities for pastors to renew their theological studies, as well as having several special occasions for prospective students to visit the seminary. Call for additional information.

Vanderbilt University Divinity School
Nashville, TN 37240
Lloyd Lewis, Special Asst. to the Dean
(615) 322-2776
Those in the Nashville area should telephone or write Lloyd Lewis for information on oppportunties to visit the campus or have information about continuing education opportunities.

Yale University Divinity School
409 Prospect Street, New Haven, CT 06511
(203) 432-5303
The Divinity School, part of the University, welcomes students who wish to explore theological study. Special opportunities for clergy to be on campus for seminars and lectures by faculty and visiting dignitaries in the life of the Church, as well as to hear outstanding preachers in the University chapel, are afforded regularly.

RECENTERING THE CONTEXT

From the prophet Isaiah, a reminder:

> "Do not fear, I have redeemed you,
> I have called you by name,
> You are mine." (Isaiah 43:1)

With this verse from the prophet, Malcolm Warford begins his marvelous foundation paper on "Our Several Callings," reminding us that to "speak of vocation is to talk about what it means to be human, the purposes for which we live and the ends toward which we move. This," he says, "is the fundamental promise of each child newborn to the world....From cradle to grave, in different periods of life as youth or adults, parents or children, friends or lovers, we embody a variety of roles and responsibilities and we must live through different kinds of situations and circumstances." (Malcolm Warford, "Our Several Callings: A Foundation Paper on Vocation As a Lifelong Issue for Education," p. 7.)

We have tried, in these brief pages, to look at those stages of life's journey, with the crunch situations and circumstances life's passage seem to go through or encounter, and offer some resources which might help at those stages, ease the passage, give clues toward helpfulness, counter the trends, relieve the suffering, bolster the spirit, gain the advantage, afford some perspective. More often as not, however, we've been writing about JOBS. Seldom have we reminded the reader of the broader, deeper meaning of VOCATION and CALLING, the grounding of our lives in One who is beyond self and from whom one's self receives meaning.

In 1994, when we are writing, we excused what might appear to the reader as a grave oversight. We were, however quite conscious of what we were doing. In the back of our minds was the report that Richard Bolles—in whose seminal work on vocation as an Episcopal priest involved in the early days of United Ministries in Higher Education much of this present concern for vocation as a lifelong issue for education rests, and who annually reworks and updates his classic **What Color Is Your Parachute?**—was this year rewriting almost the entirety of his book **because this year the world of work was such a tumultuous world.** Downsizing, early retirement, cutbacks, layoffs, roboticizing: these aren't just trendy words any more. People are hurting for jobs! And you and I and our churches must get out there and help!

That's one of our callings. Just one...but a very real, crucial, gutsy calling we can't turn away from. Indeed, some of you reading this may very well be one of those hurting souls. And on this end, one of us faces a job-assignment-contract end in three months, while for the other retirement is imminent.

"Today we are confronted," writes Ronald S. Cole-Turner, "by many calls: cries for help, demands on our time, suggestions, and offers. These surround us and bombard us constantly. We are pulled in different directions by responsibilities to family, friends, people in need, ourselves, and God. Besides this there is the need to pay the bills and to keep our employers

of teachers reasonably happy. In all these competing demands, is it possible to discern the call of God?" (Ronald S. Cole-Turner, "Hearing God's Call" in *Vocation and Calling*, A Faith Community Resource, United Church Press, p. 15.)

Now Ronald S. Cole-Turner wears a number of hats. He is a member of the United Church of Christ. He's also ordained. A former campus minister, he's now a professor at Memphis Theological Seminary in Memphis, Tennessee. He has other hats, like chairing the Science & Technology Working Group for UCBHM's Division of Education & Publication. And writing books on genetic engineering.

How does he begin to answer his own question. "One way to begin is to remember that we are called first of all to be Christians, people who belong to Jesus Christ. We are called out of isolation and separateness to belong to a Person and to a community. This basic call is the way we evaluate and assign priorities to the other calls." Quite an answer and quite a reminder about how we should handle prioritizing! And Cole-Turner builds from there:

> "With out basic call in mind, we develop over our whole lifetime a sense of our own special calling. Called first to be Christians, we ask ourselves over and over, from childhood to old age, what specific place we have in the community of Christ and in the mission of the Spirit. As we live, we get an increasingly clearer sense of what our special calling is for each stage of our life.
>
> "Our call to belong to Christ is a call to belong to the community of Christ, the church. This belonging is celebrated and sealed in baptism, and its meaning is experienced again, in confirmation. It is re-affirmed each time we transfer our membership from one congregation to another.
>
> "Within the community of the church, we are often called upon to perform special roles. Sometimes the call make take the form of a nomination and election or of an appointment to a committee. When this happens, our call is spoken very clearly by human voices, yet we sense that God is calling through those voices. At other times, we may see a need, develop a vision of how the need can be met, and go to work on it. We also find ourselves working in the church in less formal ways, caring for people or supporting those who lead. Whether by formal election to an office or in quiet and informal ways, we hear God calling us to serve within the community of the church."

A Christian has grounding here which is unfailing. And a community which undergirds. When you're on the giving side of the Christian community equation, be sensitive to those who may be in need. When you are the person in need, don't cower from the helping and healing Christian community, but be gladdened by the uplifting which it can afford you. A Christian never struggles, hopeless and alone; a Christian in lonely isolation is a contradiction in terms.

"God's special call to us, as we listen for it over our lifetime, is the basis for our vocation." (Cole-Turner, p. 17.) Over a *lifetime*! Wow! Never deserted, never, ever! "Increasingly today, vocations are fluid and mixed in novel patterns. We experience sudden shifts—planned

or unplanned—in our vocations, and we sometimes combined vocations in new ways. Many of us change vocations in our lifetime. This can happen at any age. God called Samuel when he was a young boy, but, according to Exodus 7:7, Moses was eighty when God gave him a new job!"

You ought to pick up Warford's foundation paper on vocation—again if you've already read it—and read it from cover to cover. And Cole-Turner, too. They give a context to the Christian life, **your** life. Or look for a life context by reading through Richard N. Bolles' **How to Find Your Mission in Life** (Berkeley: Ten Speed Press, 1991). Bolles begins "The Motive for Finding a Sense of Mission in Life" this way:

> "We begin with the fact that, according to fifty years of opinion polls conducted by the Gallup Organization, 94% of us believe in God, 90% of us pray, 88% of us believe God loves us, and 33% of us report we have had a life-changing religious experience (**The People's Religion: American Faith in the '90s**. Macmillan & Co. 1989).
>
> "It is hardly surprising, therefore, that so many of us are searching these days for some sense of mission. Career counselors are often afraid to give help or guidance here, for fear they will be perceived as trying to talk people into religious belief. It is a groundless fear. Clearly, the overwhelming majority of U.S. job-hunters and career-changer already have their religious beliefs well in place.
>
> "But, we want some guidance and help in this area, because we want to *marry* our religious **beliefs** with our **work**, rather than leaving the two—our religion and our work—compartmentalized, as two areas of our life which never talk to each other. We *want* them to talk to each other and uplift each other.
>
> "This marriage takes the particular form of a search for a Sense of Mission because of our conviction that God has made each of us unique, even as our fingerprints attest. We feel that we are not just another grain of sand lying on the beach called humanity, unnumbered and lost in the 5 billion mass, but that God caused us to be born and put here for some unique reason: so that we might contribute to Life here on earth something no one else can contribute in quite the same way. At its very minimum, then, when we search for a sense of Mission we are searching for reassurance that the world is at least a little bit richer for our being here; and a little bit poorer after our going." (Bolles, pp. 6-7.)

Never alone. Called by One who gives us purpose. Nurtured in a community whose faith is stalwart. Redeemed when we slip or err. Given a Mission beyond a job definition. Saved not by works, or works alone.

We are reminded of Warford's essay again:

> "Our calling as persons shaped by the purposes of God is a meandering journey, it is not a straight path; part of what we need to learn is now to walk from place to place in the geography of faith without losing heart and letting our fears overwhelm us or our enthusiasms

distort our vision. Vocation is not a matter of a single, unchanging sense of purpose. The fact is that throughout our lives we live in the midst of several callings, changing times and new understandings of God's voice which calls us."
(Warford, p. 24.)

Division of Education and Publication
United Church Board for Homeland Ministries
Cleveland, Ohio

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